

Teacher Edition

Social Studies

Indiana's Academic Standards

www.indianastandards.org

Visit this Web site for hundreds of lesson plans and assessments aligned to the academic standards.



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Introduction

The world we live in continues to change. For students to succeed in school, at work and in the community, they will need more skills and knowledge than ever before. To ensure all students have every opportunity to succeed, Indiana adopted world-class academic standards in English/language arts, mathematics, science and social studies and an assessment system to measure student progress toward the standards. These rigorous standards outline what students should know and be able to do at each grade level.

While the standards set expectations for student learning, they do not prescribe how the standards should be taught. Teachers should use their skills, experience, talents and resources to design standards-based classroom lessons that meet the individual needs of their students.

Indiana's P-16 Plan for Improving Student Achievement

Indiana's academic standards are the cornerstone of the state's "P-16 Plan for Improving Student Achievement." Indiana's P-16 Plan provides a comprehensive blueprint for what educators, parents and other adults must do to support students every step of the way — from their earliest years through post-high school education.

Indiana's World-Class Standards

Under the General Assembly's direction to develop standards that are "world-class, clear, concise, jargon-free and by grade level," the standards were developed with the assistance of Indiana teachers, community members and content experts at the university level.

Recommended by Indiana's Education Roundtable and adopted by the State Board of Education, Indiana's academic standards have been ranked among the best in the nation by Achieve, Inc.; the Thomas B. Fordham Foundation; the International Center for Leadership in Education; the National Council for History Education; the National Center for Economic Education; the Center for Civic Education; and the National Geographic Society.

The Teacher Edition — Scope and Sequence

The Teacher Editions provide a complete set of Indiana's K-12 academic standards to ensure educators and administrators have full scope and sequence for curriculum alignment. Please note that definitions are provided throughout this document for explanatory purposes — it may not be appropriate to introduce technical definitions at lower grade levels.

The Importance of Parent and Student Involvement

Meeting higher expectations leads to greater rewards and opportunities for our students. We know that by setting specific goals, everyone wins. Teachers have clear targets, students know what's expected, and parents have detailed information about a child's strengths and weaknesses.

As a teacher, you know that parental involvement is vital to student success. The standards are a good way to engage parents in meaningful dialogue about student progress. It is also important to talk to students about these expectations — helping them take responsibility for their learning. More than simply a checklist, the standards provide a comprehensive look at what all students should know and be able to do at each grade level.

Encourage your students and their parents to review the academic standards online at www.learnmoreindiana.org.

Meeting the Challenge

The demand is greater than ever for people who can read, write and speak effectively; analyze problems and set priorities; learn new things quickly; take initiative; and work in teams. Technology has already transported us into a time when opportunities are limited only by our imaginations. To keep our families, communities and economy strong, all students need to keep learning after high school — at a two- or four-year college, in an apprenticeship program, or in the military.

With these academic standards in place, students in Indiana will be well-prepared to meet the challenges of the future.

For additional information and resources, such as classroom activities and assessments aligned to Indiana's academic standards at all grade levels, visit www.indianastandards.org.



Indiana's Academic Standards for Social Studies

Scope and Sequence Model for Grades K–12

The goal of social studies education is the development of informed, responsible citizens who participate effectively in our democracy. The academic standards for social studies address this goal by integrating a strong knowledge base with the skills for inquiry, thinking and participation. The standards are organized around history; civics and government; geography; economics; and psychology, sociology and anthropology. The following scope and sequence model provides a focus for each grade as it builds students' skills and knowledge. Key topics, concepts and skills are introduced early and are reinforced and expanded from Kindergarten through Grade 12.

K–8 Grade Level Focus

Kindergarten: Living and Learning Together

Students learn about their families, classmates and neighbors. They begin to distinguish people and events of the past from the present and begin the development of citizenship, thinking skills and participation skills.

Grade 1: Home, School and Neighborhoods

Students examine changes in their own communities over time and explore the way people live and work together. They begin to understand their rights and responsibilities as citizens as they interact with home, school and nearby environments.

Grade 2: Local Communities

Students will examine local and regional communities in the present and past and how these communities meet people's needs. They will describe their basic rights and responsibilities as citizens.

Grade 3: Local and Regional Communities

Students study continuity and change in their local community and in communities in other states and regions. They also learn how people have created and shaped their communities over time; the roles of citizens and functions of government in the community, state and nation; and how people in communities interact with their environment, develop and use technology, and use human and natural resources.

Grade 4: Indiana in the Nation and the World

Students study Indiana and its relationships to regional, national and world communities, including the influence of physical and cultural environments on the state's growth and development, and principles and practices of citizenship and government in Indiana.

Grade 5: The United States — The Founding of the Republic

Students study the United States, focusing on the influence of physical and cultural environments on national origins, growth, and development up to 1800. Emphasis should be placed upon study of Native American Indian cultures, European exploration, colonization, settlement, revolution against British rule, the founding of the Republic and the beginnings of the United States.

Grade 6: Peoples, Places and Cultures in Europe and the Americas

Students study the regions and countries of Europe and the Americas, including geographical, historical, economic, political and cultural relationships. The areas emphasized are Europe and North and South America, including Central America and the Caribbean.



Grade 7: Peoples, Places and Cultures in Africa, Asia and the Southwest Pacific

Students study the regions and nations of Africa, Asia and the Southwest Pacific, including historical, geographical, economic, political and cultural relationships. This study includes the following regions: Africa, Southwest and Central Asia, South Asia, Southeast Asia, East Asia, and the Southwest Pacific (Australia, New Zealand and Oceania).

Grade 8: United States History — Growth and Development

Students focus upon United States history, beginning with a brief review of early history, including the Revolution and Founding Era, and the principles of the United States and Indiana constitutions, as well as other founding documents and their applications to subsequent periods of national history and to civic and political life. Students then study national development, westward expansion, social reform movements, and the Civil War and Reconstruction.

High School Course Focus

At the high school level, academic standards for specific courses continue to build upon the skills and knowledge acquired at earlier stages of instruction. The high school courses focus on one of the five content areas that make up the social studies curriculum: history; civics and government; geography; economics; and individuals, society and culture (psychology, sociology, and anthropology). The structure of the high school standards may vary since each course has its own organizing principles based on the major concepts or ideas that make up the discipline. The five content areas used as organizers for Grades K–8 continue to play an important role. At the high school level, one content area is the major focus of a course, while the other areas play supporting roles or become completely integrated into the subject matter.

Economics

This course examines the allocation of scarce resources and the economic reasoning used by people as consumers, producers, savers, investors, workers, citizens and as agents of the government. Key elements include the study of scarcity, supply and demand, market structures, the role of government, national income determination, money, and the role of financial institutions, economic stabilization and trade.

Geography and History of the World

Students use geographical skills and historical concepts to deepen their understanding of global themes. Students use research tools to ask questions; acquire relevant information; use primary and secondary sources; and produce maps, timelines and other graphic representations to interpret geographic and historical problems and events. Key concepts include change over time, cultural landscape, diffusion, human environment interactions, physical systems, and spatial organization and variation.

Psychology

This course provides students the opportunity to explore psychology as the scientific study of mental processes and behavior. Areas of study include the scientific method, development, cognition, personality, assessment and mental health, and the socio-cultural and biological bases of behavior.

Sociology

Students study human social behavior from a group perspective, including recurring patterns of attitudes and actions and how these patterns vary across time, among cultures and in social groups. Students examine society, group behavior and social structures, as well as the impact of cultural change on society, through research methods using scientific inquiry.

United States Government

This course provides a framework for understanding the purposes, principles and practices of American government as established by the United States Constitution. Students are expected to understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national government.



United States History

This two-semester course builds upon concepts developed in previous studies of American history and emphasizes national development from the late nineteenth century into the twenty-first century. After a brief review of the early development of the nation, students study the key events, people, groups and movements in the late nineteenth, the twentieth and early twenty-first centuries as they relate to life in Indiana and the United States.

World Geography

Students evaluate and use maps, globes, graphs and information technology to study global patterns of physical features and cultural characteristics. They are expected to apply knowledge of geographic concepts to investigate the interaction among physical and human systems, the environment, and society. Standards are organized around five geographic themes: the world in spatial terms, places and regions, physical systems, human systems, and environment and society.

World History and Civilization

This two-semester course emphasizes key events and developments in the past that influenced peoples and places in subsequent eras. Students are expected to practice skills and processes of historical thinking and historical research. They examine the key concepts of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present.

KINDERGARTEN***Living and Learning Together***

Students in Kindergarten learn about their families, classmates and neighbors. They begin to distinguish people and events of the past from the present and begin the development of citizenship, thinking skills and participation skills.

The Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Kindergarten are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation in a democratic society, including the examination of individuals, society and culture, are integrated throughout. Specific terms are defined and examples are provided when necessary.

Standard 1 — History

Students examine the connections of their own environment with the past, begin to distinguish between events and people of the past and the present, and use a sense of time in classroom planning and participation.

Standard 2 — Civics and Government

Students learn that they are citizens of their school, community and the United States; identify symbols of the nation; and understand the importance of being a responsible citizen who knows why rules are needed and follows them.

Standard 3 — Geography

Students learn that maps and globes are different representations of Earth's surface and begin to explore the physical and human geographic characteristics of their school, neighborhood and community.

Standard 4 — Economics

Students explain that people do different jobs and work to meet basic economic wants.

Standard 1**History**

Students examine the connections of their own environment with the past. They begin to distinguish between events and people of the past and the present, and use a sense of time in classroom planning and participation.

Historical Knowledge

K.1.1 Compare children and families of today with those in the past.

Example: Compare clothing, houses and objects of the past with the present.

- K.1.2 Identify celebrations and holidays as a way of remembering and honoring people, events and America's ethnic heritage.

Example: Identify Thanksgiving, Columbus Day, Grandparent's Day, and birthdays.

- K.1.3 Listen to and retell stories about people in the past who showed honesty, courage, and responsibility.

Example: George Washington; Chief Little Turtle; Abraham Lincoln; Harriet Tubman; and Martin Luther King, Jr.

Chronological Thinking

- K.1.4 Identify and order events that take place in a sequence.

Example: Identify events in the school day as first, next, last, yesterday, today and tomorrow; place school events in order.

- K.1.5 Explain that calendars are used to represent days of the week and months of the year.

Example: Use a calendar to identify days of the week and school activities and birthdays.

Standard 2

Civics and Government

Students learn that they are citizens of their school, community and the United States; identify symbols of the nation; and understand the importance of being a responsible citizen who knows why rules are needed and follows them.

Foundations of Government

- K.2.1 Give examples of people who are community helpers and leaders and describe how they help us.

Example: Parents, teachers, school principal, bus drivers and policemen

- K.2.2 Identify and explain that the President of the United States is the leader of our country and that the American flag is a symbol of the United States.

Functions of Government

- K.2.3 Give examples of classroom and school rules and explain how each helps us.

Roles of Citizens

K.2.4 Give examples of how to be a responsible family member and member of a group.

Example: Respecting the property and rights of others, being honest and truthful, and respecting authority*

K.2.5 Identify the role of students in the classroom and the importance of following school rules to ensure order and safety.

* authority: power that people have the right to use because of custom or law

Standard 3 Geography

Students learn that maps and globes are different representations of Earth's surface and begin to explore the physical and human geographic characteristics of their school, neighborhood and community.

The World in Spatial Terms

K.3.1 Use words related to location, direction and distance, including *here/there, over/under, left/right, above/below, forward/backward* and *between*.

Example: Give and follow simple navigational directions such as walk forward ten steps, turn right and walk between the desks.

K.3.2 Identify maps* and globes* as ways of representing Earth and understand the basic difference between a map and globe.

* map: a map is flat and can represent only a part of Earth's surface

* globe: a globe is round and can show the entire Earth

Places and Regions

K.3.3 Locate and describe places in the school and community.

Example: Cafeteria, library, office, restrooms, gymnasium and the fire station

K.3.4 Identify and describe the address and location of home and school.

Physical Systems

K.3.5 Describe and give examples of seasonal weather changes and illustrate how weather affects people and the environment.

Example: In different seasons, people wear different kinds of clothing.

Human Systems

- K.3.6 Identify and compare similarities and differences in families, classmates, neighbors and neighborhoods, and ethnic and cultural groups.

Example: Use newspapers, yearbooks, local Web sites and photographs to show the similarities and differences in family customs and celebrations, clothing, houses, work, and cultural and ethnic heritage.

Environment and Society

- K.3.7 Recommend ways that people can improve their environment at home, in school and in the neighborhood.

Standard 4

Economics

Students explain that people do different jobs and work to meet basic economic wants.

- K.4.1 Explain that people work to earn money to buy the things they want.
- K.4.2 Identify and describe different kinds of jobs that people do and the tools or equipment used in these jobs.

Example: Use picture books, stories and software programs to illustrate and identify different types of jobs, as well as tools and materials used in different jobs.

- K.4.3 Explain why people in a community choose different jobs.

Example: People may have different types of jobs because they like doing different things or because they are better at doing one particular type of job.

- K.4.4 Give examples of work activities that people do at home.

GRADE 1***Home, School and Neighborhoods***

Students in Grade 1 examine changes in their own communities over time and explore the way people live and work together. They begin to understand their rights and responsibilities as citizens as they interact with home, school and nearby environments.

The Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 1 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation in a democratic society including the examination of individuals, society and culture, are integrated throughout. Specific terms are defined and examples are provided when necessary.

Standard 1 — History

Students will identify continuity and change in the different environments around them, including school and neighborhood communities, and identify individuals, events and symbols that are important to our country.

Standard 2 — Civics and Government

Students will explain the meaning of government; explain why rules and laws are needed in the school and community; identify individual rights and responsibilities; and use a variety of sources to learn about the functions of government and roles of citizens.

Standard 3 — Geography

Students will identify the basic elements of maps and globes and explain basic facts concerning the relationship of the sun to daily and seasonal weather. They will identify selected geographic characteristics of their home, school and neighborhood.

Standard 4 — Economics

Students will explain how people in the school and community use goods and services and make choices as both producers and consumers.

**Standard 1
History**

Students will identify continuity and change in the different environments around them, including school and neighborhood communities, and identify individuals, events and symbols that are important to our country.

Historical Knowledge

- 1.1.1 Compare the way individuals in the community lived in the past with the way they live in the present.

Example: Clothing, the use of technology, methods of transportation, entertainment and customs

- 1.1.2 Compare past and present similarities and differences in community life by using biographies, oral histories, folklore and video images.

Example: Compare the roles of men, women and children; ethnic and cultural groups; types of work; schools and education in the community; and recreation.

- 1.1.3 Identify American songs and symbols and discuss their origins.

Example: Songs: “The Star-Spangled Banner” and “Yankee Doodle,” Symbols: the United States Flag, the bald eagle and the Statue of Liberty

- 1.1.4 Identify local people from the past who have shown honesty, courage and responsibility.

Example: War veterans and community leaders

- 1.1.5 Identify people and events observed in national celebrations and holidays.

Example: Celebrations and holidays, such as Thanksgiving; Reverend Martin Luther King, Jr. Day; Presidents’ Day; Independence Day; Arbor Day; and Veterans’ Day

Chronological Thinking, Historical Analysis and Interpretation, Research

- 1.1.6 Use terms related to time to sequentially order events that have occurred in the school.

Example: Use the terms *past* and *present*; *yesterday*, *today* and *tomorrow*; and *next week* and *last week*.

- 1.1.7 Explain that clocks and calendars are used to measure time.

- 1.1.8 Develop a simple timeline of important events in the student’s life.

- 1.1.9 Use the library and other information resources* to find information that answers questions about history.

Example: Books about Abraham Lincoln or George Washington, such as *Honest Abe* by Edith Kunhardt, *George Washington’s Teeth* by Deborah Chandra, and family stories such as *Grandfather’s Journey* by Allen Say

- 1.1.10 Distinguish between historical fact and fiction in American folktales and legends that are a part of American culture.

Example: Johnny Appleseed, Paul Bunyan and John Henry

- * information resources: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organizations

Standard 2

Civics and Government

Students will explain the meaning of government; explain why rules and laws are needed in the school and community. They identify individual rights and responsibilities, and use a variety of sources to learn about the functions of government and roles of citizens.*

Foundations of Government

- 1.2.1 Identify rights that people have and identify the responsibilities that accompany these rights.

Example: Students have the right to feel safe in the school and community and they have the responsibility to follow community safety rules.

Functions of Government

- 1.2.2 Define and give examples of rules and laws in the school and the community.
- 1.2.3 Explain why rules and laws exist and describe the benefits of having rules and laws.

Example: Rules and laws exist to establish order and security and to protect individual and community rights.

Roles of Citizens

- 1.2.4 Describe ways that individual actions can contribute to the common good of the community.

Example: Students help to keep the classroom and school clean by properly disposing of trash.

- 1.2.5 Define what a citizen is and describe the characteristics of good citizenship.

Example: Fairness, honesty, doing your personal best, respecting your beliefs and differences of others, responsibility to family and respecting property

- 1.2.6 Know the Pledge of Allegiance and understand that it is a promise to be loyal to the United States.

- * citizen: a member of a community, state or nation

Standard 3

Geography

Students will identify the basic elements of maps and globes and explain basic facts concerning the relationship of the sun to daily and seasonal weather. They will identify selected geographic characteristics of their home, school and neighborhood.

The World in Spatial Terms

1.3.1 Identify the cardinal directions (north, south, east and west) on maps and globes.

1.3.2 Identify and describe continents, oceans, cities and roads on maps and globes.

Places and Regions

1.3.3 Identify and describe the relative locations* of places in the school setting.

Example: The relative location of the school might be described as “across the road from the fire station” or “near the river.”

1.3.4 Identify and describe physical features* and human features* of the local community including home, school and neighborhood.

* relative location: the location of a place in relation to another place or places

* physical features: geographic features that occur in nature, such as land and water forms, natural vegetation and wildlife

* human features: features created by humans, such as buildings, cities, roads and farms

Physical Systems

1.3.5 Observe and record the weather on a daily basis.

Example: Summarize weather patterns in the community, including temperature, precipitation, cloud cover and the amount of sunlight, using Web sites.

1.3.6 Explain the effect of seasonal change on plants, animals and people.

Example: Plants die in the winter and show new growth in the spring; some birds fly south in the winter and return in the spring. People may wear heavier clothing in the winter and lighter-weight clothing in the summer.

Human Systems

1.3.7 Draw simple maps using symbols that show how space is used in the classroom, in the school and in the neighborhood.

Example: Draw simple maps of the school setting that show the playground and different parts of the school building. Make maps that show the location of the school office, library, gymnasium and cafeteria.

- 1.3.8 Compare cultural similarities and differences, such as family traditions and customs, and the traditional clothing and food of various ethnic and cultural groups found in Indiana.

Environment and Society

- 1.3.9 Give examples of natural resources found locally and describe how people in the school and community use these resources.

Example: Water is used for cooking and drinking; trees are used to make paper and provide shelter; and soil is used to grow plants which can provide food.

Standard 4

Economics

Students will explain how people in the school and community use goods and services and make choices as both producers and consumers.

- 1.4.1 Identify goods* that people use.
- 1.4.2 Identify services* that people do for each other.
- 1.4.3 Compare and contrast different jobs people do to earn income*.
- 1.4.4 Describe how people in the school and community are both producers* and consumers*.
- 1.4.5 Explain that people have to make choices about goods and services because of scarcity*.
- 1.4.6 Explain that people exchange goods and services to get the things they want.

- * goods: tangible objects, such as food or toys, that can satisfy people's wants
- * services: actions that someone does for someone else, such as dental care or trash removal
- * income: payment in money* for productive resources
- * money: paper and coins that people use to buy things (definition is expanded in Grade 3)
- * producers: people who use productive resources* to provide goods or services
- * productive resources: human resources, natural resources and capital resources
- * consumers: people who use goods or services
- * scarcity: the idea that resources are limited in relation to people's wants

GRADE 2***Local Communities***

Students in Grade 2 will examine local and regional communities in the present and past and how these communities meet people's needs. They will describe their basic rights and responsibilities as citizens.

The Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 2 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation in a democratic society, including the examination of individuals, society and culture, are integrated throughout. Specific terms are defined and examples are provided when necessary.

Standard 1 — History

Students will differentiate between events that happened in the past and recently, recognize examples of continuity and change in local and regional communities, and consider ways that people and events of the past and present influence their lives.

Standard 2 — Civics and Government

Students will explain why communities have government and laws, demonstrate that people in the United States have both rights and responsibilities, and identify individual actions that contribute to the good of the community and nation.

Standard 3 — Geography

Students will locate their community, state and nation on maps and globes; identify major geographic characteristics of their local community; and explore geographic relationships between the physical and environmental characteristics of their community.

Standard 4 — Economics

Students will describe how people in a community use productive resources, create a variety of businesses and industries, specialize in different types of jobs, and depend on each other to supply goods and services.

**Standard 1
History**

Students will differentiate between events that happened in the past and recently, recognize examples of continuity and change in local and regional communities, and consider ways that people and events of the past and present influence their lives.

Historical Knowledge

- 2.1.1 Identify when the local community was established and identify its founders and early settlers.

- 2.1.2 Explain changes in daily life in the community over time using maps, photographs, news stories, Web sites or video images.

Example: Changes in architecture, business/industry, transportation, community buildings, work and use of leisure time

- 2.1.3 Identify individuals who had a positive impact on the local community.

- 2.1.4 Identify and describe community celebrations, symbols and traditions and explain why they are important.

Example: Local and regional festivals, city flags and seals, and community mottos

Chronological Thinking, Historical Comprehension, Research

- 2.1.5 Develop a simple timeline of important events in the history of the school and/or community.

- 2.1.6 Create and maintain a calendar of important school days, holidays and community events.

- 2.1.7 Read about and summarize historical community events using libraries and a variety of information resources*.

Example: Write paragraphs or draw illustrations about the history of the school using photographs, archives, museums and oral histories of people in the community.

* information resources: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organizations

Standard 2 Civics and Government

Students will explain why communities have government and laws, demonstrate that people in the United States have both rights and responsibilities, and identify individual actions that contribute to the good of the community and nation.

Foundations of Government

- 2.2.1 Explain that the United States government is founded on the belief of equal rights for its citizens*.

Example: People have the right to own property and the right of free speech.

* citizen: a member of a community, state or nation

Functions of Government

- 2.2.2 Understand and explain why it is important for a community to have responsible government.

Example: Government provides order, protects individual rights and property, provides services such as mail delivery, and helps people feel safe.

- 2.2.3 Identify community leaders, such as the mayor and city council.

Roles of Citizens

- 2.2.4 Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences.

- 2.2.5 Identify people who are good citizens and describe the character traits that make them admirable.

- 2.2.6 Discuss and explain the meaning of the Pledge of Allegiance and identify other ways citizens can affirm their citizenship.

Example: The Pledge of Allegiance is a promise to be loyal to our republic*. Other ways citizens can affirm their citizenship include voting, serving in the military and volunteering to help solve community problems.

- 2.2.7 Explain the consequences of violating laws, including punishment of those who do wrong, and the importance of resolving conflicts appropriately.

* republic: a government ruled by representatives chosen by the people

**Standard 3
Geography**

Students will locate their community, state and nation on maps and globes; identify major geographic characteristics of their local community; and explore geographic relationships between the physical and environmental characteristics of their community.

The World in Spatial Terms

- 2.3.1 Use a compass rose to identify cardinal* and intermediate directions* and to locate places on maps and places in the classroom, school and community.

- 2.3.2 Locate the equator and the poles on a globe and identify the local community, state and the United States on maps.

* cardinal directions: north, south, east and west

* intermediate directions: northeast, southeast, northwest and southwest

Places and Regions

- 2.3.3 Compare neighborhoods in your community and explain how physical features of the community affect people living there.

Example: Lakes and rivers may affect the types of work and transportation done in a community. People in small communities may have to travel to larger communities to grocery shop, for school or for recreational activities.

Physical Systems

- 2.3.4 On a map, identify physical features of the local community.

Example: Use maps and atlases to identify local bodies of water, crops and green spaces.

Human Systems

- 2.3.5 Identify and describe cultural or human features on a map using map symbols.

Example: Local roads, highways, buildings, towns and parks

- 2.3.6 Describe simple demographics of the school.

Example: Number of boys and girls, number of students in each grade, and number of cultural and ethnic groups

Environment and Society

- 2.3.7 Identify ways that recreational opportunities influence human activity in the community.

Example: Identify parks, lakes, swimming pools, rivers and mountains that are used for recreational purposes.

Standard 4 Economics

Students will describe how people in a community use productive resources, create a variety of businesses and industries, specialize in different types of jobs, and depend on each other to supply goods and services.

- 2.4.1 Define the three types of productive resources (human resources*, natural resources* and capital resources*) and identify productive resources used to produce goods and services in the community.

- 2.4.2 Identify community workers who provide goods* and services* for the rest of the community and explain how their jobs benefit people in the community.

- 2.4.3 Explain that a price* is what people pay when they buy a good or service and what people receive when they sell a good or service.
- 2.4.4 Research goods and services produced in the local community and describe how people can be both producers* and consumers*.
- 2.4.5 Explain that because of scarcity*, people must make choices and incur opportunity costs*.
- 2.4.6 Define specialization* and identify specialized jobs in the school and community.
- Example:** Teachers, school nurses and firefighters specialize in particular kinds of jobs
- 2.4.7 Explain why people trade* for goods and services and explain how money makes trade easier.
- 2.4.8 Explain that income that people do not spend on goods and services is called savings.

- * human resource: any human effort used in production
- * natural resources: resources that occur in nature that are used in production
- * capital resources: goods, such as tools, buildings and equipment, used in production
- * goods: tangible objects, such as food or toys, that can satisfy people's wants
- * services: actions that someone does for someone else, such as dental care or trash removal
- * price: payment in money* for goods, services or resources
- * money: paper and coins that people use to buy things (definition expanded in Grade 3)
- * producers: people who use productive resources to provide goods or services
- * consumers: people who use goods or services
- * scarcity: the idea that resources are limited in relation to people's wants
- * opportunity cost: in making a choice, opportunity cost is the next best alternative you do not choose
- * specialization: the performance of specific tasks or jobs
- * trade: the buying and selling of goods and services

GRADE 3***Local and Regional Communities***

Students in Grade 3 study continuity and change in their local community and in communities in other states and regions. They also learn how people have created and shaped their communities over time; the roles of citizens and functions of government in the community, state and nation; and how people in communities interact with their environment, develop and use technology, and use human and natural resources.

The Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 3 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation in a democratic society, including the examination of individuals, society and culture, are integrated throughout. Specific terms are defined and examples are provided when necessary.

Standard 1 — History

Students will describe how significant people, events and developments have shaped their own community and region; compare their community to other communities in the region in other times and places; and use a variety of resources to gather information about the past.

Standard 2 — Civics and Government

Students will explain what it means to be citizens of their community, state and nation; be able to identify the functions and major services provided by local governments; use a variety of resources to gather information about local, state and national governments; and demonstrate understanding of democratic principles and practices.

Standard 3 — Geography

Students will explain that simple grid systems (latitude and longitude) are used to locate places on maps and globes, and will begin to understand the Earth/sun relationship, identify the distinctive physical and cultural features of their community, and explain the geographic relationships within their own community with the state and other states within the region.

Standard 4 — Economics

Students will explain how people in the local community make choices about using goods, services and productive resources; how they engage in trade to satisfy their economic wants; how they use a variety of sources to gather and apply information about economic changes in the community; and how they compare costs and benefits in economic decision making.

**Standard 1
History**

Students will describe how significant people, events and developments have shaped their own community and region; compare their community to other communities in the region in other times and places; and use a variety of resources to gather information about the past.

Historical Knowledge

- 3.1.1 Identify and describe Native American Woodland Indians who lived in the region when European settlers arrived.

Example: Miami, Shawnee, Kickapoo, Algonquian, Delaware, Potawatomi and Wyandotte

- 3.1.2 Explain why and how the local community was established and identify its founders and early settlers.

- 3.1.3 Describe the role of the local community and other communities in the development of the state's regions.

Example: Fort Wayne was an early trade center because of the convergence of three rivers in the area. Moving the state capitol to Indianapolis encouraged growth in the central region of Indiana.

- 3.1.4 Give examples of people, events and developments that brought important changes to the regions of Indiana.

Example: Developments in transportation, such as the building of canals, roads and railroads, connected communities and caused changes in population or industry.

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research

- 3.1.5 Create simple timelines that identify important events in various regions of the state.

- 3.1.6 Use a variety of community resources to gather information about the regional communities.

Example: Libraries, museums, county historians, chambers of commerce, Web sites, and digital newspapers and archives

- 3.1.7 Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.

Example: Abraham Lincoln, George Washington, John Chapman (Johnny Appleseed) and Harriet Tubman

- 3.1.8 Write and illustrate descriptions of local communities and regions in Indiana past and present.

Example: Shawnee villages in Southern Indiana and Conner Prairie settlement

Standard 2

Civics and Government

Students will explain what it means to be citizens of their community, state and nation; be able to identify the functions and major services provided by local governments; use a variety of resources to gather information about their local, state and national governments; and demonstrate understanding of democratic principles and practices.

Foundations of Government

- 3.2.1 Discuss the reasons governments are needed and identify specific goods and services that governments provide.

Example: Governments provide community services such as fire and police protection, trash and snow removal, and safe drinking water.

- 3.2.2 Identify fundamental democratic principles and ideals.

Example: The right to life, liberty and the pursuit of happiness

Functions of Government

- 3.2.3 Identify the duties of and selection process for local and state government officials who make, implement and enforce laws.
- 3.2.4 Explain that the United States has different levels of government (local, state and national) and that each has special duties and responsibilities.

Roles of Citizens

- 3.2.5 Explain the importance of being a good citizen* of the state and the nation. Identify people in the state who exhibit the characteristics of good citizenship*.

Example: Being respectful, trustworthy, practicing tolerance and working with others to solve problems

- 3.2.6 Explain the role citizens have in making decisions and rules within the community, state and nation.

Example: Participating in local and regional activities, voting in elections, running for office, and voicing opinions in a positive way

- 3.2.7 Use a variety of information resources* to gather information about local, state and regional leaders and civic issues.

Example: Identify leaders and issues from school newsletters, newspaper headlines, photographs, editorial cartoons, television, podcasts, governmental Web sites and other information resources.

- * citizen: a member of a community, state or nation
- * citizenship: the act of practicing one's rights and responsibilities as a member of a community, state or nation
- * information resources: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organizations

Standard 3

Geography

Students will explain that simple grid systems (latitude and longitude) are used to locate places on maps and globes, and will begin to understand the Earth/sun relationship, identify the distinctive physical and cultural features of their community, and explain the geographic relationships within their own community with the state and other states within the region.

The World in Spatial Terms

- 3.3.1 Use labels and symbols to locate and identify physical and political features on maps and globes. Label a map of the Midwest, identifying states, major rivers, lakes and the Great Lakes.
- 3.3.2 Locate Indiana and other Midwestern states on maps using simple grid systems.
- 3.3.3 Identify the northern, southern, eastern and western hemispheres; cardinal and intermediate directions; and determine the direction and distance from one place to another.

Places and Regions

- 3.3.4 Explain that regions* are areas that have similar physical and cultural characteristics*. Identify Indiana and the local community as part of a specific region.

Example: States touching the Great Lakes are part of the Great Lakes Region. The same states are also considered part of the "Lower Midwest" because of their location relative to other states.

- 3.3.5 Observe and describe the physical characteristics of Indiana using words and illustrations and compare them to the characteristics of neighboring states.

- * regions: areas that have common characteristics. Some regions have finite or absolute boundaries, such as political units like a country, state or school district. Some regions have blurred boundaries, such as crop or climate regions or a region based on primary language. Regions also can be entirely perceptual. An example is the "Midwest," where boundaries vary widely according to people's perception.
- * cultural characteristics: human features, such as population characteristics, communication and transportation networks, religion and customs, and how people make a living or build homes and other structures

Physical Systems

- 3.3.6 Explain the basic Earth/sun relationship*, including how it influences climate, and identify major climate regions of the United States.
- 3.3.7 Describe how climate and the physical characteristics of a region affect the vegetation and animal life living there.

Example: Growing seasons, types of crops grown, and animal hibernation and migration

* Earth/sun relationship: Earth revolves around the sun and this process takes one year. Earth tilts on its axis causing the seasons.

Human Systems

- 3.3.8 Construct maps and graphs that show aspects of human/environmental interaction in the local community, Indiana and communities within the region.

Example: Use Web sites, educational software, atlases and governmental sources such as local chambers of commerce and recreation departments to identify patterns of rural, urban and suburban development, including population demographics.

- 3.3.9 Identify factors that make the region unique, including cultural diversity, industry, the arts and architecture.

Environment and Society

- 3.3.10 Use a variety of information resources* to identify regional environmental issues and examine the ways that people have tried to solve these problems.
- 3.3.11 Identify and describe the relationship between human systems and physical systems and the impact they have on each other.

Example: List examples of changes in land use in the local community.

* information resources: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organizations

**Standard 4
Economics**

Students will explain how people in the local community make choices about using goods, services and productive resources; how they engage in trade to satisfy their economic wants; how they use a variety of sources to gather and apply information about economic changes in the community; and how they compare costs and benefits in economic decision making.

- 3.4.1 Give examples from the local community that illustrate the scarcity* of productive resources*. Explain how this scarcity requires people to make choices and incur opportunity costs*.
- 3.4.2 Give examples of goods* and services* provided by local business and industry.
- 3.4.3 Give examples of trade* in the local community and explain how trade benefits both parties.
- 3.4.4 Define interdependence* and give examples of how people in the local community depend on each other for goods and services.
- 3.4.5 List the characteristics of money* and explain how money* makes trade easier.
- 3.4.6 Identify different ways people save their income and explain advantages and disadvantages of each.

Example: Home “piggy bank,” savings accounts, etc.

- 3.4.7 Explain that buyers and sellers interact to determine the prices* of goods and services in markets.
- 3.4.8 Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers.
- Example:** When a family is deciding whether to buy a car, they have to compare the benefit of having personal transportation with the cost of buying and maintaining the car.
- 3.4.9 Gather data from a variety of information resources* about a change that will have an economic impact on the community.

Example: Invite a community leader to discuss the decision to build a bigger baseball park in the community. Use the local chamber of commerce and government Web sites to research the impact a new recreation center will have on young people and their families.

- * scarcity: the idea that resources are limited in relation to people’s wants
- * productive resources: human resources, natural resources and capital resources
- * opportunity cost: in making a choice, opportunity cost is the best alternative you do not choose
- * goods: tangible objects, such as food or toys, that can satisfy people’s wants
- * services: actions that someone does for someone else, such as dental care or trash removal
- * trade: the voluntary buying and selling of goods and services
- * interdependence: reliance on each other to produce goods and services
- * characteristics of money: scarce (not easily found or duplicated), durable, easy to carry and easy to divide
- * money: objects widely accepted in exchange for goods and services

- * price: payment in money for goods, service or resources
- * information resources: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organizations

GRADE 4***Indiana in the Nation and the World***

Students in Grade 4 study Indiana and its relationships to regional, national and world communities, including the influence of physical and cultural environments on the state's growth and development and principles and practices of citizenship and government in Indiana.

The Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 4 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation in a democratic society, including the examination of individuals, society and culture, are integrated throughout. Specific terms are defined and examples are provided when necessary.

Standard 1 — History

Students will trace the historical periods, places, people, events and movements that have led to the development of Indiana as a state.

Standard 2 — Civics and Government

Students will describe the components and characteristics of Indiana's constitutional form of government; explain the levels and three branches of Indiana's government; understand citizenship rights and responsibilities; investigate civic and political issues and problems; use inquiry and communication skills to report findings in charts, graphs, written and verbal forms; and demonstrate responsible citizenship by exercising civic virtues and participation skills.

Standard 3 — Geography

Students will explain how the Earth/sun relationship influences the climate of Indiana; identify the components of Earth's physical systems; describe the major physical and cultural characteristics of Indiana; give examples of how people have adapted to and modified their environment, past and present; and identify regions of Indiana.

Standard 4 — Economics

Students will study and compare the characteristics of Indiana's changing economy in the past and present.

Standard 1

History

Students will trace the historical periods, places, people, events and movements that have led to the development of Indiana as a state.

Historical Knowledge

Native American Indians and the Arrival of Europeans to 1770

- 4.1.1 Identify and compare the major early cultures that existed in the region that became Indiana prior to contact with Europeans.

Example: Paleo-Indians such as the Hopewell, Adena and the Mississippian cultures

- 4.1.2 Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.

Example: Miami, Shawnee, Potawatomi and Lenape (Delaware)

The American Revolution and the Indiana Territory: 1770s to 1816

- 4.1.3 Explain the importance of the Revolutionary War and other key events and people that influenced Indiana's development.

Example: George Rogers Clark and the Fall of Vincennes (1779), development of the Northwest Territory, Indiana becoming a U.S. Territory, Chief Little Turtle, Tecumseh, Tenskwatawa (the Prophet), William Henry Harrison, and the Battle of Tippecanoe (1811)

- 4.1.4 Summarize and explain the significance of key documents in Indiana's development from a United States territory to statehood.

Example: The Land Ordinance of 1784; The Northwest Ordinance (1787), which made Indiana part of the United States territory; and the 1816 Indiana Constitution, which established the state's government

Statehood: 1816 to 1851

- 4.1.5 Identify the causes of removal of Native American Indian groups in the state and their resettlement during the 1830s.

- 4.1.6 Explain how key individuals and events influenced the early growth of and changes in Indiana.

Example: Indiana's first governor, Jonathan Jennings; Robert Owen and the New Harmony settlement; moving the state capitol from Corydon to Indianapolis; development of roads and canals in Indiana; and the Indiana Constitution of 1851

The Civil War Era and Later Development: 1850 to 1900

- 4.1.7 Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War.

Example: Levi and Catherine Coffin, abolition and anti-slavery groups, The Underground Railroad, and the Liberia colonization movement

- 4.1.8 Summarize the impact of Abraham Lincoln's presidency on Indiana and describe the participation of Indiana citizens in the Civil War.

Example: Indiana's volunteer soldiers, the Twenty-eighth Regiment of the United States Colored Troops, Camp Morton, John Hunt Morgan, The Battle of Corydon, Lew Wallace and women on the home front

- 4.1.9 Give examples of Indiana's increasing agricultural, industrial, political and business development in the nineteenth century.

Example: Growth of railroads and urban centers, such as Indianapolis, South Bend, Evansville, Fort Wayne and Gary; President Benjamin Harrison; expansion of the educational system and universities; the growth of labor unions; and the start of Eli Lilly's pharmaceutical business

Growth and Development: 1900 to 1950

- 4.1.10 Describe the participation of Indiana citizens in World War I and World War II.

Example: Homefront activities such as planting victory gardens, air raid drills and rationing; the use of Indiana steel mills to manufacture weapons; contribution of troops; and the war reports of Ernie Pyle

- 4.1.11 Identify and describe important events and movements that changed life in Indiana in the early twentieth century.

Example: Women's suffrage, the Great Depression, World War I, African-American migration from the South and World War II

- 4.1.12 Describe the transformation of Indiana through immigration and through developments in agriculture, industry and transportation.

Example: The impact of improved farming methods on Indiana agriculture; the development of Indiana's automobile industry such as the Studebaker and the Duesenberg; the glass industry; the Ball Brothers; the growth of the steel

industry in northern Indiana; and immigrant influence on cities and coal mining regions of the state

Contemporary Indiana: 1950 – Present

- 4.1.13 Identify and describe important events and movements that changed life in Indiana from the mid- twentieth century to the present.

Example: The civil rights movement and school integration in Indiana; Indiana’s participation in the Korean War; Asian and Hispanic immigration; and growth in advanced manufacturing and the life sciences industry.

- 4.1.14 Research Indiana’s modern growth emphasizing manufacturing, new technologies, transportation and global connections.

Example: Use Indiana government Web sites and other online resources to learn about the development of the interstate highway system, establishment of ports in Indiana, aerospace engineering, and pharmaceutical and high-tech industries.

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research

- 4.1.15 Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana.

Example: Immigration patterns such as the settlement of the French and Germans, and automobile manufacturing

- 4.1.16 Distinguish fact from opinion and fact from fiction in historical documents and other information resources* and identify the central question each narrative addresses.

Example: Identify different opinions regarding Indiana’s participation in the Civil War, using political cartoons, newspaper editorials and writings found in digitized collections of local and state libraries, museums and historic sites.

- 4.1.17 Using primary and secondary sources* and online source materials, construct a brief narrative about an event in Indiana history.

Example: The first Indianapolis 500 mile race in 1911, The Battle of Tippecanoe 1811, The Ohio River Flood of 1913 and the 1965 Palm Sunday tornadoes

- 4.1.18 Research and describe the contributions of important Indiana artists and writers to the state’s cultural landscape.

Example: Painters: T.C. Steele, the Hoosier Group and Robert Indiana; Authors: James Whitcomb Riley and Jean Stratton Porter; Musicians: Cole Porter, Hoagy Carmichael, Wes Montgomery, Joshua Bell and John Mellencamp; Other entertainers: Red Skelton and David Letterman

- * information resources: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organizations
- * primary source: developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters, government documents)
- * secondary source: developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet resources, nonfiction books)

Standard 2

Civics and Government

Students will describe the components and characteristics of Indiana's constitutional form of government; explain the levels and three branches of Indiana's government; understand citizenship rights and responsibilities; investigate civic and political issues and problems; use inquiry and communication skills to report findings in charts, graphs, written and verbal forms; and demonstrate responsible citizenship by exercising civic virtues and participation skills.

Foundations of Government

- 4.2.1 Explain the major purposes of Indiana's Constitution as stated in the Preamble.
- 4.2.2 Describe individual rights, such as freedom of speech, freedom of religion and the right to public education, that people have under Indiana's Bill of Rights (Article I of the Constitution).

Functions of Government

- 4.2.3 Identify and explain the major responsibilities of the legislative, executive and judicial branches of state government as written in the Indiana Constitution.
- 4.2.4 Identify major state offices, the duties and powers associated with them, and how they are chosen, such as by election or appointment.

Example: Governor, lieutenant governor, chief justice, state senators and state representatives.

Roles of Citizens

- 4.2.5 Give examples of how citizens can participate in their state government and explain the right and responsibility of voting.
- 4.2.6 Define and provide examples of civic virtues* in a democracy.

Example: Individual responsibility, self-discipline/self-governance, civility, respect for the rights and dignity of all individuals, honesty, respect for the law, courage, compassion, patriotism, fairness and commitment to the common good

- 4.2.7 Use a variety of information resources* to take a position or recommend a course of action on a public issue relating to Indiana's past or present.

Example: Use local, state and federal Web sites, as well as newspapers, television and video images, to research and write an editorial related to Indiana's environment.

- * civic virtues: behaviors that contribute to the healthy functioning of a democracy
- * information resources: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organizations

Standard 3 Geography

Students will explain how the Earth/sun relationship influences the climate of Indiana; identify the components of Earth's physical systems; describe the major physical and cultural characteristics of Indiana; give examples of how people have adapted to and modified their environment, past and present; and identify regions of Indiana.

The World in Spatial Terms

- 4.3.1 Use latitude* and longitude* to identify physical and human features of Indiana.

Example: Transportation routes and major bodies of water (lakes and rivers)

- 4.3.2 Estimate distances between two places on a map, using a scale of miles, and use cardinal* and intermediate directions* when referring to relative location.

- * latitude: imaginary lines that circle the globe from east to west; the equator is the line of latitude that divides the globe into two equal hemispheres
- * longitude: imaginary lines that circle the globe from north to south and pass through the poles
- * cardinal directions: north, south, east and west
- * intermediate directions: northeast, southeast, northwest and southwest

Places and Regions

- 4.3.3 Locate Indiana on a map as one of the 50 United States. Identify and describe the location of the state capital, major cities and rivers in Indiana, and place these on a blank map of the state.
- 4.3.4 Map and describe the physical regions of Indiana and identify major natural resources and crop regions.

Example: Northern Lakes and Moraines, Central Till Plain and Southern Lowlands

Physical Systems

- 4.3.5 Explain how glaciers shaped Indiana's landscape and environment.
- 4.3.6 Describe Indiana's landforms (lithosphere*), water features (hydrosphere*), and plants and animals (biosphere*).
- 4.3.7 Explain the effect of the Earth/sun relationship* on the climate of Indiana.

Example: Describe seasonal changes and use USDA hardiness zone maps to select plants and trees for a community park.

- 4.3.8 Identify the challenges in the physical landscape of Indiana to early settlers and modern day economic development.

Example: Forest growth and transportation routes

- * lithosphere: the soil and rock that form Earth's surface
- * hydrosphere: all the water on Earth's surface, including the hydrologic cycle (precipitation, evaporation and condensation)
- * biosphere: all plants and animals
- * Earth/sun relationship: Earth revolves around the sun and this process takes one year. Earth tilts on its axis causing the seasons.

Human Systems

- 4.3.9 Explain the importance of major transportation routes, including rivers, in the exploration, settlement and growth of Indiana and in the state's location as a crossroad of America.
- 4.3.10 Identify immigration patterns and describe the impact diverse ethnic and cultural groups have had on Indiana.

Example: Use the U.S. Census Bureau Web site, digital map sites and software to create a map showing ethnic population distribution in Indiana.

Environment and Society

- 4.3.11 Create maps of Indiana at different times in history showing regions and major physical and cultural features; give examples of how people in Indiana have modified their environment over time.
- 4.3.12 Read and interpret thematic maps — such as transportation, population and products — to acquire information about Indiana in the present and the past.

Standard 4

Economics

Students will study and compare the characteristics of Indiana's changing economy in the past and present.

4.4.1 Give examples of the kinds of goods* and services* produced in Indiana in different historical periods.

4.4.2 Define productivity* and provide examples of how productivity has changed in Indiana during the past 100 years.

Example: Improved farm equipment has helped farms produce more. Technology has helped businesses run more efficiently. Improved education has provided individuals with the knowledge and skills to run businesses and work more productively.

4.4.3 Explain how both parties can benefit from trade* and give examples of how people in Indiana engaged in trade in different time periods.

4.4.4 Explain that prices change as a result of changes in supply* and demand* for specific products.

4.4.5 Describe Indiana's emerging global connections.

Example: Identify international companies in Indiana, such as Toyota, Daimler Chrysler and Roche Diagnostics, and Indiana companies that have an international presence such as Biomet, Eli Lilly and Company, and Cummins Engine.

4.4.6 List the functions of money* and compare and contrast things that have been used as money in the past in Indiana, the United States and the world.

4.4.7 Identify entrepreneurs* who have influenced Indiana and the local community.

Example: The Studebaker brothers, Madam C.J. Walker, Eli Lilly and Marie Webster

4.4.8 Define profit* and describe how profit is an incentive for entrepreneurs.

4.4.9 Identify important goods and services provided by state and local governments by giving examples of how state and local tax revenues are used.

4.4.10 Explain how people save, and develop a savings plan in order to make a future purchase.

* goods: tangible objects, such as food or toys, that can satisfy people's wants

* services: actions that someone does for someone else, such as dental care or trash removal

- * productivity: the amount of goods and services produced in a period of time divided by the productive resources used
- * trade: the voluntary exchange of goods or services
- * supply: what producers are willing and able to sell at various prices
- * demand: what consumers are willing and able to buy at various prices
- * functions of money: helps people trade, measures the value of items, facilitates saving
- * entrepreneur: a person who takes a risk to start a business
- * profit: revenues from selling a good or service minus the costs of producing the good or service

GRADE 5***The United States – The Founding of the Republic***

Students in Grade 5 study the United States, focusing on the influence of physical and cultural environments on national origins, growth, and development up to 1800. Emphasis should be placed upon study of Native American Indian cultures, European exploration, colonization, settlement, revolution against British rule, the founding of the Republic and the beginnings of the United States.

The Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 5 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation in a democratic society, including the examination of individuals, society and culture, are integrated throughout. Specific terms are defined and examples are provided when necessary.

Standard 1 — History

Students will describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800, with an emphasis on the American Revolution and the founding of the United States.

Standard 2 — Civics and Government

Students will identify main components and characteristics of the United States government. They will identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.

Standard 3 — Geography

Students will describe the Earth/sun relationship and use global grid systems. They will identify regions; describe physical and cultural characteristics; and locate states, capitals and major physical features of the United States. They will also explain the changing interaction of people with their environment in regions of the United States and show how the United States is related geographically to the rest of the world.

Standard 4 — Economics

Students will describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in the United States in different historical periods.

**Standard 1
History**

Students will describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800, with an emphasis on the American Revolution and the founding of the United States.

Historical Knowledge

Ways of Life Before and After the Arrival of Europeans to 1610

- 5.1.1 Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.

Example: The Anasazi (100 B.C./B.C.E. – 1300 A.D./C.E.) and Mississippian culture at Cahokia (600 A.D./C.E. – 1400 A.D./C.E.)

- 5.1.2 Examine accounts of early European explorations of North America including major land and water routes, reasons for exploration and the impact the exploration had.

Example: The Viking explorations and settlements in Greenland and North America; Spanish expeditions by Christopher Columbus, Hernán Cortés, Hernando de Soto and Francisco Vázquez de Coronado; expeditions by French explorers Jacques Cartier and Samuel de Champlain; and expeditions for England and Holland by explorers Henry Cabot, Henry Hudson and John White

- 5.1.3 Identify and compare historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries.

Example: Compare styles of housing, settlement patterns, sources of food and clothing, customs and oral traditions, political and economic organization, and types and uses of technology.

- 5.1.4 Locate and compare the origins, physical structure and social structure of early Spanish, French and British settlements.

Example: St. Augustine, Roanoke Island, Santa Fe and Jamestown

Colonization and Settlements: 1607 to 1763

- 5.1.5 Explain the religious, political and economic reasons for movement of people from Europe to the Americas.

Example: Puritans fleeing religious persecution, search for wealth by the French and Spanish, debtor settlements in Georgia, and the African slave trade

- 5.1.6 Identify and discuss instances of both cooperation and conflict between Native American Indians and European settlers, such as agriculture, trade, cultural exchanges and military alliances, as well as later broken treaties, massacres and conflicts over control of the land.

- 5.1.7 Identify and locate the 13 British colonies that became the United States and describe daily life (political, social, and economic organization and structure).

Example: Slavery, plantations, town meetings and town markets

- 5.1.8 Identify the early founders of colonial settlements and describe early colonial resistance to British rule.

Example: John Smith, William Bradford, Roger Williams, Anne Hutchinson, John Winthrop, Thomas Hooker, Nathaniel Bacon, George Whitefield and William Penn

The American Revolution: 1763 to 1783

- 5.1.9 Analyze the causes of the American Revolution as outlined in the Declaration of Independence.
- 5.1.10 Identify major British and American leaders and describe their roles in key events of the war for independence.

Example: People: King George III, Lord Charles Cornwallis, Benjamin Franklin, Patrick Henry, Thomas Jefferson, John Adams, Thomas Paine and General George Washington; Events: Boston Tea Party, the Battle of Lexington and Concord, publication of Common Sense, First and Second Continental Congresses, and drafting and approval of the Declaration of Independence (1776)

- 5.1.11 Describe foreign aid to the colonies during the American Revolution.

Example: France aiding the war effort by sending supplies and soldiers to assist the colonies, the Marquis de Lafayette, Bernardo de Galvez, Thaddeus Kosciusko, and Friedrich Wilhelm Von Steuben

- 5.1.12 Identify contributions of women and minorities during the American Revolution.

Example: Abigail Adams, Martha Washington, Mercy Otis Warren, Deborah Sampson, James Armistead and Joseph Brant

- 5.1.13 Explain consequences of the American Revolution including the Articles of Confederation, changes in trade relationships and the achievement of independence by the United States.

Making the United States Constitution and Establishing the Federal Republic: 1783 to 1800

- 5.1.14 Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states by making it the supreme law of the land. Identify people who were involved in its development.

Example: George Washington, James Madison, George Mason and Alexander Hamilton

- 5.1.15 Describe the origins and drafting of the Bill of Rights, ratified in 1791.

- 5.1.16 Explain the development of the first American political parties and describe early presidential elections.

Example: The elections of 1792 (re-election of George Washington), 1798 (election of John Adams) and 1800 (election of Thomas Jefferson) and the political debate about the role of the federal government

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research

- 5.1.17 Create and interpret timelines showing major people, events and developments in the early history of the United States from 1776-1801.

- 5.1.18 Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States; give examples of how these conflicts were resolved and analyze the accuracy of the stories' historical details and sequence of events.

Example: *Johnny Tremain* by Esther Forbes, *The Fighting Ground* by Avi and *George vs. George* by Rosalyn Schanzer

- 5.1.19 Using primary* and secondary sources* to examine an historical account about an issue of the time, reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, what events led to these developments and what consequences or outcomes followed.

Example: Issues regarding quartering of troops, separation from Britain, slavery and the controversy over the presidential election of 1800

- 5.1.20 Read and interpret primary and secondary source accounts that pertain to a problem confronting people during the Founding Era of the United States.

Example: Use the Library of Congress American Memory digital collection to analyze the controversy and debate about the ratification of the United States Constitution.

- 5.1.21 Formulate historical questions from encounters with primary sources and identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation's cultural landscape.

Example: Paul Revere, John Singer Sargent, Phyllis Wheatley and Benjamin Franklin

* primary source: developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters and government documents)

* secondary source: developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet resources and nonfiction books)

Standard 2

Civics and Government

Students will identify main components and characteristics of the United States government. They will identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.

Foundations of Government

5.2.1 Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution.

5.2.2 Identify and explain ideas about limited government*, the rule of law and individual rights in key colonial era documents.

Example: The Mayflower Compact (1620), Fundamental Orders of Connecticut (1639), Massachusetts Body of Liberties (1641) and Pennsylvania Charter of Privileges (1701)

5.2.3 Give examples of how the British colonies in America developed forms of representative government, self-government and democratic practices.

Example: Town meetings in New Hampshire, colonial legislative bodies in Virginia and Massachusetts, and charters on individual freedoms and rights in Rhode Island and Connecticut

5.2.4 Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution and the Bill of Rights.

Example: Union*, popular sovereignty*, republican government* (representative government), constitutional government* (constitutionalism), federal government (national government), federalism* and individual rights*

5.2.5 Describe and give examples of individual rights guaranteed by the Bill of Rights.

Example: The right to associate with whomever one pleases; the right to practice the religion of one's choice; the right to vote, speak freely and criticize the government; the right to due process; and the right to be protected from unreasonable search and seizure

* limited government: the powers of government are specified and limited, usually by a written constitution, in order to protect individual rights

* union: an alliance of citizens, colonies, states or other entities for mutual interest or benefit

* popular sovereignty: government by consent of the governed who are the source of all authority in their government

* republican government: type of government in which power is exercised by representatives chosen by the people

- * constitutional government: powers of government are distributed according to provisions of a constitution or supreme law, which effectively limits or restrains the exercise of power
- * federalism: type of government in which power is divided between a federal or national government and the states, such as the states of the United States
- * individual rights: personal, political and economic rights possessed equally by each person

Functions of Government

- 5.2.6 Describe the primary and general election process for local, state and national offices, including those used to select congressional and presidential office holders.
- 5.2.7 Describe the three branches of the United States government, their functions and their relationships.

Example: Separation of powers, shared powers, and checks and balances involving the legislative (law making), executive (law enforcing) and judicial (law interpreting) branches of government

Roles of Citizens

- 5.2.8 Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect and responsible participation.
- 5.2.9 Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process.
- 5.2.10 Use a variety of information resources* to identify and evaluate contemporary issues that involve civic responsibility, individual rights and the common good.

Example: Proper use of the Internet, smoking in public places, payment of property taxes, development of highways and housing on historic lands.

- * information resources: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organizations

Standard 3 Geography

Students will describe the Earth/sun relationship and use global grid systems. They will identify regions; describe physical and cultural characteristics; and locate states, capitals and major physical features of the United States. They will also explain the changing interaction of people with their environment in regions of the United States and show how the United States is related geographically to the rest of the world.

The World in Spatial Terms

- 5.3.1 Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can be stated in terms of degrees north or south of the equator and east or west of the prime meridian.
- 5.3.2 Identify regions of the United States and explain the advantages and disadvantages of using maps, globes and photographs to locate and describe these regions.

Places and Regions

- 5.3.3 Name and locate states, regions, major cities and capitals, major rivers and mountain ranges in the United States.
- 5.3.4 Locate Native American Indian and colonial settlements on maps and suggest reasons for the locations of these places.

Example: Near bodies of water, on lowlands, along a transportation route and near natural resources or sources of power

Physical Systems

- 5.3.5 Locate the continental divide and the major drainage basins in the United States.
- 5.3.6 Map and describe the characteristics of climate regions of the United States.

Example: Distinguish between the moist eastern region of the United States and the drier western region. Explain how mountain ranges cut off moisture to specific regions.

- 5.3.7 Identify major sources of accessible fresh water and describe the impact of access on local and regional communities.

Human Systems

- 5.3.8 Explain how the Spanish, British and French colonists altered the character and use of land in early America.
- 5.3.9 Identify the major manufacturing and agricultural regions in colonial America and cite ways that agriculture and manufacturing changed between 1600 and 1800.
- 5.3.10 Using historical maps, locate and explain the conflict over the use of land by Native American Indians and the European colonists.

Example: Explain how economic competition for resources, boundary disputes, cultural differences and control of strategic locations contributed to these conflicts.

Environment and Society

- 5.3.11 Describe adaptation and how Native American Indians and colonists adapted to variations in the physical environment.

Example: Plains people's dependence on bison; dependence on fishing by people living in the Northeast and Pacific Northwest; choice of building materials and style of construction such as sod houses, longhouses and dugouts

- 5.3.12 Describe and analyze how specific physical features influenced historical events and movements.

Example: George Washington's headquarters at Valley Forge, Francis Marion's campaign based from South Carolina's swamps and George Rogers Clark's campaign in the Ohio Valley

Standard 4

Economics

Students will describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in the United States in different historical periods.

- 5.4.1 Describe the economic activities within and among Native American Indian cultures prior to contact with Europeans. Examine the economic incentives that helped motivate European exploration and colonization.

- 5.4.2 Summarize a market economy and give examples of how the colonial and early American economy exhibited these characteristics.

Example: Private ownership, markets, competition and rule of law

- 5.4.3 Define types of trade barriers*.

- 5.4.4 Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.

- 5.4.5 Explain how education and training, specialization and investment in capital resources* increase productivity*.

- 5.4.6 Use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependence.

- 5.4.7 Predict the effect of changes in supply* and demand* on price.

- 5.4.8 Analyze how the causes and effects of changes in price of certain goods* and services* had significant influence on events in United States history.

Example: The price of cotton, the price of beaver pelts and the price of gold all are related to specific events and movements in the development of the United States.

5.4.9 Identify the elements of a personal budget and explain why personal spending and saving decisions are important.

- * trade barriers: policies that hinder trade such as tariffs, quotas or embargos
- * capital resources: goods, such as tools, buildings and equipment, used in production
- * productivity: the amount of goods and services produced in a period of time divided by the productive resources used
- * supply: what producers are willing and able to sell at various prices
- * demand: what consumers are willing and able to buy at various prices
- * goods: tangible objects, such as food or toys, that can satisfy people's wants
- * services: actions that someone does for someone else, such as dental care or trash removal

GRADE 6***Peoples, Places and Cultures in Europe and the Americas***

Students in Grade 6 study the regions and countries of Europe and the Americas, including geographical, historical, economic, political and cultural relationships. The areas emphasized are Europe and North and South America, including Central America and the Caribbean.

The Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 6 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation in a democratic society, including the examination of individuals, society and culture, are integrated throughout. Specific terms are defined and examples are provided when necessary.

Standard 1 — History

Students will explore the key historic movements, events and figures that contributed to the development of modern Europe and America from early civilizations through modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.

Standard 2 — Civics and Government

Students will compare and contrast forms of government in different historical periods with contemporary political structures of Europe and the Americas and examine the rights and responsibilities of individuals in different political systems.

Standard 3 — Geography

Students will identify the characteristics of climate regions in Europe and the Americas and describe major physical features, countries and cities of Europe and the Western Hemisphere.

Standard 4 — Economics

Students will examine the influence of physical and cultural factors upon the economic systems of countries in Europe and the Americas.

Standard 1

History

Students will explore the key historic movements, events and figures that contributed to the development of modern Europe and America from early civilizations through modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.

Historical Knowledge

Early and Classical Civilizations: 1900 B.C./B.C.E to 700 A.D./C.E.

- 6.1.1 Describe the rise; the political, technological and cultural achievements; and the decline of ancient civilizations in Europe and Mesoamerica*.

Example: Greek, Roman, Mayan and Olmec civilizations

- 6.1.2 Describe and compare the beliefs, the spread and the influence of religions throughout Europe and Mesoamerica.

Example: Judaism, Christianity, Islam and native practices in Mesoamerica and Europe

Medieval Period: 400 A.D./C.E. – 1500 A.D./C.E.

- 6.1.3 Explain the continuation and contributions of the Eastern Roman Empire after the fall of the Western Roman Empire.

Example: Influence on the spread of Christianity in Russia and Eastern Europe

- 6.1.4 Describe and explain the development and organization of political, cultural, social and economic systems in Europe and the Americas.

Example: Feudal system, manorial system, rise of kingdoms and empires, slavery, and religious institutions

- 6.1.5 Analyze the diverse points of view and interests of those involved in the Crusades and give examples of the changes brought about by the Crusades.

Example: Increased contact between European and non-European peoples, changes in technology, and centralization of political and military power

- 6.1.6 Examine the importance of trade routes and trace the rise of cultural centers and trade cities in Europe and Mesoamerica.

Example: Florence, Genoa, Venice, Naples, Tenochtitlan, Machu Pichu and Teotihuacan

6.1.7 Explain the effects of the Black Death, or bubonic plague, along with economic, environmental and social factors that led to the decline of medieval society.

6.1.8 Compare the diverse perspectives, ideas, interests and people that brought about the Renaissance in Europe.

Example: Ideas: the importance of the individual, scientific inquiry based on observation and experimentation, interest in Greek and Roman thought, and new approaches in the fine arts and literature; People: Leonardo da Vinci, Michelangelo, Nicholas Copernicus, William Shakespeare and Galileo Galilei

6.1.9 Analyze the interconnections of people, places and events in the economic, scientific and cultural exchanges of the European Renaissance that led to the Scientific Revolution, voyages of discovery and imperial conquest.

* Mesoamerica: the area of Mexico and Central America where early civilizations were located

Early Modern Era: 1500 to 1800

6.1.10 Examine and explain the outcomes of European colonization on the Americas and the rest of the world.

Example: The defeat of the Aztec and Incan empires by the Spanish, the rise of trading empires, Columbian exchange and slavery

6.1.11 Compare Spanish and Portuguese colonies in Mexico and South America with French and British colonies in North America.

6.1.12 Describe the Reformations and their effects on European and American society.

Example: Missionary activities, the rise of Calvinism and Lutheranism, Henry VIII's break with Parliament and the Catholic Church, the principle of separation of church and state, Papal reform, and the Council of Trent

6.1.13 Explain the origin and spread of scientific, political and social ideas associated with the Age of Enlightenment.

Example: The American and French Revolutions and the spread of democratic ideals, and the Scientific Revolution

6.1.14 Describe the origins, developments and innovations of the Industrial Revolution and explain the changes it brought about.

Example: Steam engine, factory system, urbanization, changing role of women and child labor

Modern Era: 1700 to the present

6.1.15 Describe the impact of industrialization* and urbanization* on the lives of individuals and on trade and cultural exchange between Europe and the Americas and the rest of the world.

6.1.16 Trace the individuals, beliefs and events that represent various political ideologies during the nineteenth and twentieth centuries.

Example: Liberalism*, conservatism*, nationalism*, socialism*, communism*, fascism* and popular sovereignty*

6.1.17 Compare the opportunities and dangers related to the development of a highly technological society.

Example: Atomic energy, computers and environmental change

- * industrialization: the growth of machine production and the factory system; the process of introducing manufacturing into countries or regions where most people are engaged in primary economic activities
- * urbanization: a process in which there is an increase in the percentage of people living and working in urban places as compared to rural places
- * liberalism: a theory of government that pertains to individuals' personal and private rights to liberty
- * conservatism: a philosophy based on gradual development, tradition and social stability, and maintaining established institutions and customs
- * nationalism: the belief that groups of people are bound together by cultural, ethnic and territorial links
- * socialism: an economic and political system based on government control of all businesses, lands and natural resources
- * communism: a theoretical economic and political system where property is collectively owned and society is organized for the benefit of all its members
- * fascism: a totalitarian form of government that promotes a form of nationalism in which the goals of the nation are more important than those of the individual. Nazism, a German form of fascism, considered Jews to be the greatest threat to the nation.
- * popular sovereignty: governing power belongs to all the people and is a synonym for democracy, but it emphasizes the belief that everyone is politically equal

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research

6.1.18 Create and compare timelines that identify major people, events and developments in the history of individual civilizations and/or countries that comprise Europe and the Americas.

6.1.19 Define and use the terms *decade*, *century* and *millennium*, and compare alternative ways that historical periods and eras are designated by identifying the organizing principles upon which each is based.

- 6.1.20 Recognize historical perspectives in fiction and nonfiction by identifying the historical context in which events unfolded and by avoiding evaluation of the past solely in terms of present-day norms.

Example: Read accounts from books and Web repositories about the travels of Marco Polo, considering perspectives on the geography of the world during his time.

- 6.1.21 Analyze cause-and-effect relationships, keeping in mind multiple causations, including the importance of individuals, ideas, human interests, beliefs and chance in history.

Example: The decline of Greek city-states and the destruction of the Aztecs

- 6.1.22 Differentiate between fact and interpretation in historical accounts and explain the meaning of historical passages by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed and gaps in the historical record.

- 6.1.23 Form research questions and use a variety of information resources* to obtain, evaluate and present data on people, cultures and developments in Europe and the Americas.

Example: Collect data and create maps, graphs or spreadsheets showing the impact of immigration patterns in Canada, the Chernobyl nuclear disaster on Russia and access to health care in the European Union (EU).

- 6.1.24 Identify issues related to an historical event in Europe or the Americas and give basic arguments for and against that issue utilizing the perspectives, interests and values of those involved.

Example: The role of women as property owners in medieval society, slave trade in Europe and the decline of the Mayan civilization

* information resources: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organizations

Standard 2

Civics and Government

Students will compare and contrast forms of government in different historical periods with contemporary political structures of Europe and the Americas and examine the rights and responsibilities of individuals in different political systems.

Foundations of Government

- 6.2.1 Identify and compare major forms of historical and contemporary governments in Europe and the Americas.

Example: Greek democracies, Roman Republic, Aztec monarchy, parliamentary government, U.S. Republic and totalitarianism

- 6.2.2 Explain how elements of Greek direct democracy and Roman representative democracy are present in modern systems of government.

- 6.2.3 Examine key ideas of Magna Carta (1215), the Petition of Right (1628), and the English Bill of Rights (1689) as documents to place limits on the English monarchy.

- 6.2.4 Define the term nation-state* and describe the rise of nation-states headed by monarchs in Europe from 1500 to 1700.

* nation-state: a political entity that claims the right to rule over a defined territory and jurisdiction over everyone within it based on the belief (false assumptions) that this territory belongs to a nation

Functions of Government

- 6.2.5 Describe how major forms of government in Europe and the Americas protect or protected citizens and their civil and human rights.

Example: Use a variety of information resources* to compare the constitutional government of the United States with that of Canada or the United Kingdom.

- 6.2.6 Identify the functions of international political organizations in the world today.

Example: Examine the functions of the Organization of American States (OAS), the World Court, North Atlantic Treaty Organization (NATO) and the United Nations (UN).

* information resources: print media, such as books, magazines and newspapers; electronic media such as radio, television, Web sites and databases; and community resources, such as individuals and organizations

Roles of Citizens

- 6.2.7 Define and compare citizenship and the citizen's role in selected countries of Europe and the Americas.

Example: Compare methods of voting; participation in voluntary organizations of civil society; and participation in the government in Great Britain, Russia, Brazil, Mexico and Canada.

Standard 3 Geography

Students will identify the characteristics of climate regions in Europe and the Americas and describe major physical features, countries and cities of Europe and the Western Hemisphere.

The World in Spatial Terms

6.3.1 Identify and locate on maps the countries and capitals of Europe and the Americas such as Great Britain, Russia, Mexico, Canada and Brazil.

6.3.2 Use latitude and longitude to locate the capital cities of Europe and the Americas and describe the uses of locational technology, such as Global Positioning Systems (GPS)* to distinguish absolute and relative location and to describe Earth's surfaces.

* Global Positioning Systems (GPS): a system of satellites and ground stations used to locate precise points on the surface of Earth

Places and Regions

6.3.3 Describe and compare major physical characteristics* of regions in Europe and the Americas.

Example: The Alps in Western Europe, the fjords in Northern Europe, the Volga River in Eastern Europe, the Canadian Rockies in North America, and the Andes Mountains and Amazon River in South America

6.3.4 Describe and compare major cultural characteristics* of regions in Europe and the Western Hemisphere.

Example: Portuguese language, Futebol and Carnival in Brazil; bilingualism, the celebration of the Queen's birthday and recognition of aboriginal values and cultures in Canada; and Russian language and architecture

* physical characteristics: natural features, such as land and water forms, climate, natural vegetation and native wildlife

* cultural characteristics: learned behavior of people, which includes their belief systems and languages, their social relationships, their institutions and organizations, and their material goods such as food, clothing, buildings, tools and machines

Physical Systems

6.3.5 Give examples and describe the formation of important river deltas, mountains and bodies of water in Europe and the Americas.

Example: Volga River, Canadian Rockies, Sierra Madre Mountains and Lochs in Scotland

6.3.6 Explain how ocean currents and winds influence climate differences on Europe and the Americas.

- 6.3.7 Locate and describe the climate regions of Europe and the Americas and explain how and why they differ.

Example: Gulf Stream and North Atlantic Current

- 6.3.8 Identify major biomes* of Europe and the Americas and explain how these are influenced by climate.

Example: Rainforests of Brazil, Canadian low Arctic tundra, Mexican woodlands and temperate forests of Russia

* biomes: major ecological communities, such as rainforest, desert grassland

Human Systems

- 6.3.9 Identify current patterns of population distribution and growth in Europe and the Americas using a variety of geographic representations such as maps, charts, graphs, and satellite images and aerial photography.

Example: Rural and urban areas of Brazil, Canada, Mexico, Russia and Great Britain

- 6.3.10 Explain that cultures change in three ways: cultural diffusion*, invention* and innovation*.

- 6.3.11 Define the terms anthropology* and archeology* and explain how these fields contribute to our understanding of societies in the present and the past.

* cultural diffusion: the spread of ideas from one culture to another

* invention: a new idea about how something can be made or done

* innovation: an improvement in a culture's technology

* anthropology: the study of human beings; there are four major fields of anthropology: cultural anthropology, forensic anthropology, linguistics and archeology

* archeology: a branch of anthropology which studies past cultures through the things that remain, such as buildings, tools or pottery

Environment and Society

- 6.3.12 Compare the distribution of natural gas, oil, forests, uranium, minerals, coal, seafood and water in countries such as Brazil, Mexico, Canada, Great Britain and Russia.

- 6.3.13 Explain the impact of humans on the physical environment in Europe and the Americas.

- 6.3.14 Explain and give examples of how nature has impacted the physical environment and human populations in specific areas of Europe and the Americas.

Example: Hurricanes, earthquakes, floods and drought

Standard 4

Economics

Students will examine the influence of physical and cultural factors upon the economic systems of countries in Europe and the Americas.

- 6.4.1 Give examples of how trade related to key developments in the history of Europe and the Americas.

Example: The growth of trading towns and cities in medieval Europe led to money economies, competition to expand world trade led to European voyages of trade and exploration, and Olmec trade in Mesoamerica led to colonization and the diffusion of art.

- 6.4.2 Analyze how countries of Europe and the Americas have been influenced by trade in different historical periods.

Example: Increased production and consumption and changes in prices in Great Britain, Russia, Mexico, Canada and Brazil

- 6.4.3 Explain why international trade requires a system for exchanging currency between various countries.

- 6.4.4 Describe how different economic systems* (traditional*, command*, market* and mixed*) in Europe and the Americas answer the basic economic questions of what to produce, how to produce and for whom to produce.

- 6.4.5 Explain how financial institutions (banks, credit unions and stocks-and-bonds markets) channel funds from savers to borrowers and investors.

- 6.4.6 Compare the standard of living of various countries of Europe and the Americas today using Gross Domestic Product* (GDP) per capita as an indicator.

- 6.4.7 Analyze current economic issues in the countries of Europe or the Americas using a variety of information resources*.

Example: Use information sources such as digital newspapers, the Internet and podcasts to examine changes in energy prices and consumption, exchange rates and currency values.

- 6.4.8 Identify economic connections between the local community and the countries of Europe or the Americas and identify job skills needed to be successful in the workplace.

Example: Use an Indiana foreign investment map to identify local community and international business connections (www.indypartnership.com/pdfs/ForeignInvestmentMap.pdf).

- 6.4.9 Identify situations in which the actions of consumers and producers in Europe or the Americas create helpful spillovers* or harmful spillovers to people inside a country who are not directly involved in the consumption or production of a product.

Example: A helpful spillover might be education. The education an individual person receives is beneficial to everyone in society. An example of a harmful spillover is pollution put into a stream. The pollution affects people downstream who do not benefit from the production or consumption of the product that caused the pollution.

- 6.4.10 Explain how saving and investing help increase productivity and economic growth and compare and contrast individual saving and investing options.

Example: Savings accounts, certificates of deposit and stocks

- * economic systems: ways that people allocate economic resources, goods and services
- * traditional economy: an economy in which resources are allocated based on custom and tradition
- * command economy: an economy in which resources are allocated by the government or other central authority
- * market economy: an economy in which resources are allocated by individuals
- * mixed economy: an economy in which resources are allocated by some combination of traditional, command or market systems
- * Gross Domestic Product (GDP): the value of all goods and services produced in a country in a year
- * information resources: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organizations
- * spillover: the positive or negative impact of an activity on the well-being of a third party

GRADE 7***Peoples, Places and Cultures in Africa, Asia and the Southwest Pacific***

Students in Grade 7 study the regions and nations of Africa, Asia and the Southwest Pacific, including historical, geographical, economic, political and cultural relationships. This study includes the following regions: Africa, Southwest and Central Asia, South Asia, Southeast Asia, East Asia, and the Southwest Pacific (Australia, New Zealand and Oceania).

The Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 7 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation in a democratic society, including the examination of individuals, society and culture, are integrated throughout. Specific terms are defined and examples are provided when necessary.

Standard 1 — History

Students will examine the major movements, events and figures that contributed to the development of Africa, Asia and the Southwest Pacific from ancient civilizations to modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.

Standard 2 — Civics and Government

Students will trace the development of different forms of government in different historical eras and compare various contemporary political structures in Africa, Asia, and the Southwest Pacific in terms of power, approach to human rights, and roles of citizens.

Standard 3 — Geography

Students will explain how atmospheric and oceanic systems affect the seasons and climate. They will understand and use technology and grid systems to identify and locate places geographically. They will identify and categorize the major geographic characteristics and regions of Africa, Asia and the Southwest Pacific. They will also name and locate major physical features, countries and major cities and will use geographic skills and technology to examine geographic relationships within and between these regions and the rest of the world.

Standard 4 — Economics

Students will examine the influence of physical and cultural factors upon the economic systems found in countries of Africa, Asia and the Southwest Pacific.

**Standard 1
History**

Students will examine the major movements, events and figures that contributed to the development of nations in modern Africa, Asia and the Southwest Pacific from ancient civilizations to modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.

Historical Knowledge*Early Civilizations, States and Empires: 3500 B.C./B.C.E. to 650 A.D./C.E.*

- 7.1.1 Identify and compare the rise of early agricultural river valley civilizations in Africa and Asia.

Example: Nile, Tigris, Euphrates, Huang He and Indus River Valley

- 7.1.2 Describe the achievements of ancient Egypt in art, architecture, religion and government and the development of the concept of theocracy*.
- 7.1.3 Trace steps in the development of written language, including the evolution of Sumerian cuneiform, Egyptian hieroglyphics and Chinese calligraphy.

* theocracy: government by priests or a monarch presumed to be divine

The Spread of Cultural, Economic, Social and Political Ideas: 500 B.C./B.C.E. – 1600 A.D./C.E.

- 7.1.4 Describe the historical origins, central beliefs and spread of major religions.

Example: Hinduism, Buddhism, Confucianism, Judaism, Christianity and Islam

- 7.1.5 Describe the development of sub-Saharan civilizations in Africa, including the kingdoms of Ghana, Mali and Songhai, and the importance of political and trading centers, such as Timbuktu.
- 7.1.6 Explain the importance of early trade routes in the eastern Mediterranean, South Asia and China, including the early Silk Road.
- 7.1.7 Explain the influence of Muslim civilization on the growth of cities, the development of trade routes, political organizations, and scientific and cultural contributions to other cultures of the time.
- 7.1.8 Describe the institution of slavery in its various forms in Africa, Asia and the Southwest Pacific.
- 7.1.9 Trace the rise, spread and influence of the Mongols including the Mughal control of South Asia.

Major Civilizations, States and Empires: 300 – 1650

- 7.1.10 Describe the development of political institutions, agriculture and environment, technology, the arts, and commerce of various dynasties in China.

Example: Song and Ming dynasties, the Mandate of Heaven and the dynastic cycle

- 7.1.11 Explain how Japan became increasingly independent of earlier Chinese influences, developing its own political, religious, social and artistic traditions.

Example: Feudalism, shogunate and court life

Exploration, Conquest and Post-Colonial States: 1500 to the Present

- 7.1.12 Describe worldwide voyages of exploration and discovery.

Example: The voyages of the Ming dynasty, Marco Polo and Ibn Battuta

- 7.1.13 Explain the reasons for European colonization of Africa, Asia and the Southwest Pacific.

Example: Portuguese in Angola and Mozambique; British in South Africa, India and the Middle East; French in West Africa; Germans in Cameroon and East and Southwest Africa; and the Dutch in the West Indies

- 7.1.14 Describe and compare the responses of the indigenous people of India, South Africa and China to European imperialism.

- 7.1.15 Describe the Japanese imperial period (1868-1945), including Japan's involvement in World War II.

- 7.1.16 Identify and describe historical events in the Middle East since the end of World War II.

Example: The partition of Palestine (1948), the Suez Canal crisis (1956) and the formation of Organization of Petroleum Exporting Countries (OPEC, 1960)

- 7.1.17 Describe the impact of industrialization*, urbanization* and globalization* in post-colonial South Africa, India, Japan, China and Kenya.

- 7.1.18 Identify and describe recent conflicts and political issues between nations or cultural groups.

Example: Sudan (Darfur) and North and South Korea

- * industrialization: a process of social and economic change whereby society is transformed from a pre-industrial state to an industrial one
- * urbanization: a process in which there is an increase in the percentage of people living/working in urban places as compared to rural places
- * globalization: when available goods and services, or social, political, cultural and technological influences become similar in all parts of the world

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research

- 7.1.19 Create and compare timelines that identify major people and events and developments in the history of civilization and/or countries of Africa, Asia and the Southwest Pacific.

Example: China, Japan, India and South Africa from 1950 to the present

- 7.1.20 Draw on visual, literary and musical sources to describe the development and transmission of culture over time.

Example: The travels of Marco Polo, slave trade, Japanese colonization and European colonization in Africa

- 7.1.21 Analyze cause-and-effect relationships, bearing in mind multiple causation in the role of individuals, beliefs and chance in history.

Example: Independence movements in South Africa and India and the settlement of Australia

- 7.1.22 Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.

- 7.1.23 Compare perspectives of history in Africa, Asia and the Southwest Pacific using fictional and nonfictional accounts.

- 7.1.24 Formulate historical questions and use a variety of information resources* to find, summarize and evaluate historical data on the people, places, events and developments that have played a part in the history of Africa, Asia and the Southwest Pacific.

Example: Collect and summarize data on maps, graphs or spreadsheets showing settlement patterns, growth and industrial development in China.

* information resources: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organizations

Standard 2

Civics and Government

Students will trace the development of different forms of government in different historical eras and compare various contemporary political structures in Africa, Asia and the Southwest Pacific in terms of power, approach to human rights and the roles of citizens.

Foundations of Government

- 7.2.1 Give examples of the different routes to independence from colonial rule taken by countries in Asia, Africa and the Southwest Pacific.

Example: Australia, India and South Africa

- 7.2.2 Identify and compare historical and contemporary governments in Japan, North Korea, India, South Africa and China.

Functions of Government

- 7.2.3 Using a variety of information resources*, describe how major forms of governments of Japan, North Korea, India, South Africa and China currently protect or have protected citizens and their civil and human rights.
- 7.2.4 Identify the functions of international organizations in Africa, Asia and the Southwest Pacific.

Example: Organization of Petroleum Exporting Countries (OPEC), African Union (AU), Association of Southeast Asian Nations (ASEAN), The World Bank and the International Court of Justice

Roles of Citizens

- 7.2.5 Define and compare citizenship and the citizen's role in selected countries of Africa, Asia and the Southwest Pacific.

Example: Compare methods of voting, participation in voluntary organizations and participation in government in Japan, China, South Africa, Egypt and Australia.

* information resources: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organizations

Standard 3 Geography

Students will explain how atmospheric and oceanic systems affect the seasons and climate. They will understand and use technology and grid systems to identify and locate places geographically. They will identify and categorize the major geographic characteristics and regions of Africa, Asia and the Southwest Pacific. They will also name and locate major physical features, countries and major cities, and use geographic skills and technology to examine geographic relationships within and between these regions and the rest of the world.

The World in Spatial Terms

- 7.3.1 Locate on maps the countries of Africa, Asia and the Southwest Pacific.

Example: Botswana, Egypt, Nigeria, South Africa, Afghanistan, China, India, Iraq, Japan, North Korea, South Korea and Australia

- 7.3.2 Locate capital cities in Africa, Asia and the Southwest Pacific using latitude and longitude on maps and with locational technology such as Global Positioning Systems* and Geographic Information Systems*.

Example: Gaborone, Cairo, Abuja, Cape Town, Kabul, Beijing, New Delhi, Tehran, Bagdad, Tokyo, Pyongyang, Seoul and Canberra

- * Global Positioning Systems (GPS): a system of satellites and ground stations used to locate precise points on Earth's surface
- * Geographic Information Systems (GIS): information technology systems used to store, analyze, manipulate and display a wide range of geographic information

Places and Regions

- 7.3.3 Use historical maps to identify changes in Africa, Asia and the Southwest Pacific over time.

Example: Political changes, population and migration patterns, trade routes, land usage, and industries

- 7.3.4 Identify and describe major physical characteristics* of regions in Africa, Asia and the Southwest Pacific.

Example: Deserts, mountains, plains, plateaus, rivers and major island groups

- * physical characteristics: natural features such as land and water forms, climate, natural vegetation, and native wildlife

Physical Systems

- 7.3.5 Explain how ocean currents and winds influence climate differences in Africa, Asia and the Southwest Pacific and explain how they are adapted through industry, agriculture and housing.

- 7.3.6 Compare climate regions of Asia, Africa and the Southwest Pacific and explain why they differ.

Example: Desert, highlands, subarctic, semi-arid, subtropical and tropical

- 7.3.7 Give examples and describe the formation of important river deltas, mountains and bodies of water in Africa, Asia and the Southwest Pacific.

Example: Volcanic mountain formations in Japan, Yangtze River Delta in China, Indus River Delta, Lake Victoria and Victoria Falls

- 7.3.8 Describe ecosystems of Africa's deserts, Asia's mountain regions, and the coral reefs of Australia.

7.3.9 Compare and contrast the distribution of natural resources in Africa, Asia and the Southwest Pacific.

7.3.10 Describe the limitations that climate and land forms place on land or people in regions of Africa, Asia and the Southwest Pacific.

Example: Deserts in Africa, Saudi Arabia and China; the islands of Japan; mountains of Iran and Afghanistan; northern regions of China

Human Systems

7.3.11 Identify and explain the importance of the early cultural hearths* in the Nile River Valley, Mesopotamia, the Indus River Valley and the Huang River Valley.

7.3.12 Identify current trends and patterns of rural and urban population distribution in selected countries of Africa, Asia and the Southwest Pacific.

Example: Life expectancy, income, industry, education, natural resources, climate and land forms in Australia, China, India, Japan, Nigeria and South Africa

7.3.13 Define the term *ethnocentrism** and give examples of how it affects relationships.

Example: English settlers and Kikuyu in Kenya, British immigrants and the aborigines of Australia, and Japanese treatment of Koreans during and after Japan's imperial period

* cultural hearth: heartland, source area, innovation center, place of origin of a major culture (the sum total of the artifacts, knowledge, attitudes and habitual behavior patterns including language, shared and transmitted by the members of a society)

* ethnocentrism: the attitude that one's own culture is superior to any other culture

Environment and Society

7.3.14 Use a variety of information resources* to identify current issues and developments related to the environment in selected countries in Africa, Asia and the Southwest Pacific.

Example: Use National Geographic and United Nations Web sites and interactive maps to research global warming, hunger, health epidemics or aid during weather-related disasters

• information resources: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organizations

Standard 4 Economics

Students will examine the influence of physical and cultural factors upon the economic systems found in countries of Africa, Asia and the Southwest Pacific.

- 7.4.1 Give examples of trade between countries in Africa, Asia and the Southwest Pacific. Explain how voluntary trade benefits countries and results in higher standards of living.

Example: Botswana and Korea, Japan and China, Iran and Japan, China and India, China and Nigeria, South Africa and China, Afghanistan and India, Korea and Botswana, Australia and India, and Iraq and Syria

- 7.4.2 Identify economic connections between the local community and the countries of Africa, Asia or the Southwest Pacific.

Example: Use an Indiana foreign investment map to identify local community and international business connections
(www.indypartnership.com/pdfs/ForeignInvestmentMap.pdf).

- 7.4.3 Illustrate how international trade requires a system for exchanging currency between and among nations.

- 7.4.4 Trace the development and change over time of the economic systems* (traditional*, command*, market* and mixed*) of various cultures, societies or nations in Africa, Asia and the Southwest Pacific.

Example: Research how trading networks grew into regional trading centers such as Timbuktu, Zimbabwe, Canton and Hong Kong.

- 7.4.5 Explain how banks and other financial institutions use savings deposits to help borrowers and investors.

- 7.4.6 Compare and contrast the standard of living of various countries in Africa, Asia and the Southwest Pacific using Gross Domestic Product (GDP)* per capita as an indicator.

- 7.4.7 Describe ways that people can increase individual human capital*.

Example: Acquiring knowledge and skills through education or training

- 7.4.8 Identify ways that societies deal with helpful spillovers* (e.g. education) or harmful spillovers (e.g. pollution).

Example: Government support of public education and governments taxing or regulating pollution

- 7.4.9 Explain how saving and investing help increase productivity and economic growth and examine how individual savings can grow through regular saving and the power of compound interest.

- * economic systems: the ways that people allocate economic resources, goods and services
- * traditional economy: an economy in which resources are allocated based on custom and tradition
- * command economy: an economy in which resources are allocated by the government or other central authority
- * market economy: an economy in which resources are allocated by individuals and businesses responding to changes in prices
- * mixed economy: an economy in which resources are allocated by some combination of traditional, command or market systems
- * Gross Domestic Product (GDP): the value of all goods and services produced in a country in a year
- * human capital: the skills and expertise people acquire from education and training
- * spillover: the impact of an activity (positive or negative) on the well-being of a third party

GRADE 8***United States History – Growth and Development***

Students in Grade 8 focus upon United States history, beginning with a brief review of early history, including the Revolution and Founding Era, and the principles of the United States and Indiana constitutions, as well as other founding documents and their applications to subsequent periods of national history and to civic and political life. Students then study national development, westward expansion, social reform movements, and the Civil War and Reconstruction.

The Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 8 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation in a democratic society, including the examination of individuals, society and culture, are integrated throughout. Specific terms are defined and examples are provided when necessary.

Standard 1 — History

Students will examine the relationship and significance of themes, concepts, and movements in the development of United States history, including review of key ideas related to the colonization of America and the revolution and Founding Era. This will be followed by emphasis on social reform, national development and westward expansion, and the Civil War and Reconstruction period.

Standard 2 — Civics and Government

Students will explain the major principles, values and institutions of constitutional government and citizenship, which are based on the founding documents of the United States and how three branches of government share and check power within our federal system of government.

Standard 3 — Geography

Students will identify the major geographic characteristics of the United States and its regions. They will name and locate the major physical features of the United States, as well as each of the states, capitals and major cities, and will use geographic skills and technology to examine the influence of geographic factors on national development.

Standard 4 — Economics

Students will identify, describe and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.

Standard 1

History

Students will examine the relationship and significance of themes, concepts and movements in the development of United States history, including review of key ideas related to the colonization of America and the revolution and Founding Era. This will be followed by emphasis on social reform, national development and westward expansion, and the Civil War and Reconstruction period.

Historical Knowledge

The American Revolution and Founding of the United States: 1754 to 1801

- 8.1.1 Identify major Native American Indian groups of eastern North America and describe early conflict and cooperation with European settlers and the influence the two cultures had on each other.
- Example:** Mohawk, Iroquois, Huron and Ottawa; French and Native American Indian alliances; French and Indian War; British alliances with Native American Indians; settler encroachment on Native American Indian lands; and Native American Indian participation in the Revolutionary War
- 8.1.2 Explain the struggle of the British, French, Spanish and Dutch to gain control of North America during settlement and colonization.
- 8.1.3 Identify and explain the conditions, causes, consequences and significance of the French and Indian War (1754–1763), and the resistance and rebellion against British imperial rule by the thirteen colonies in North America (1761–1775).
- 8.1.4 Identify fundamental ideas in the Declaration of Independence (1776) and analyze the causes and effects of the Revolutionary War (1775–1783), including enactment of the Articles of Confederation and the Treaty of Paris.
- 8.1.5 Identify and explain key events leading to the creation of a strong union among the 13 original states and in the establishment of the United States as a federal republic.
- Example:** The enactment of state constitutions, the Constitutional Conventions, ratifying conventions of the American states, and debate by Federalists versus Anti-Federalists regarding approval or disapproval of the 1787 Constitution (1787–1788)
- 8.1.6 Identify the steps in the implementation of the federal government under the United States Constitution, including the First and Second Congresses of the United States (1789–1792).

- 8.1.7 Describe the origin and development of political parties, the Federalists and the Democratic-Republicans (1793–1801), and examine points of agreement and disagreement between these parties.
- 8.1.8 Evaluate the significance of the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican Party led by the new president, Thomas Jefferson (1801).
- 8.1.9 Describe the influence of important individuals on social and political developments of the time such as the Independence movement and the framing of the Constitution.
- Example:** James Otis, Mercy Otis Warren, Samuel Adams, Thomas Paine, George Washington, John Adams, Abigail Adams, Patrick Henry, Thomas Jefferson, James Madison, Alexander Hamilton and Benjamin Banneker
- 8.1.10 Compare differences in ways of life in the northern and southern states, including the growth of towns and cities in the North and the growing dependence on slavery in the South.

National Expansion and Reform: 1801 to 1861

- 8.1.11 Explain the events leading up to and the significance of the Louisiana Purchase (1803) and the expedition of Lewis and Clark (1803–1806).
- 8.1.12 Explain the main issues, decisions and consequences of landmark Supreme Court cases.
- Example:** *Marbury v. Madison* (1803), *McCulloch v. Maryland* (1819) and *Gibbons v. Ogden* (1824)
- 8.1.13 Explain the causes and consequences of the War of 1812, including the Rush-Bagot Agreement (1818).
- 8.1.14 Examine the international problem that led to the Monroe Doctrine (1823) and assess its consequences.
- 8.1.15 Explain the concept of Manifest Destiny and describe its impact on westward expansion of the United States.
- Example:** Louisiana Purchase (1803), purchase of Florida (1819), Mexican War and the annexation of Texas (1845), acquisition of Oregon Territory (1846), Native American Indian conflicts and removal, and the California gold rush
- 8.1.16 Describe the abolition of slavery in the northern states, including the conflicts and compromises associated with westward expansion of slavery.

Example: Missouri Compromise (1820), The Compromise of 1850 and the Kansas-Nebraska Act (1854)

8.1.17 Identify the key ideas of Jacksonian democracy and explain their influence on political participation, political parties and constitutional government.

8.1.18 Analyze different interests and points of view of individuals and groups involved in the abolitionist, feminist and social reform movements, and in sectional conflicts.

Example: Jacksonian Democrats, John Brown, Nat Turner, Frederick Douglass, Harriet Tubman, William Lloyd Garrison, Harriet Beecher Stowe, Sojourner Truth and the Seneca Falls Convention

8.1.19 Explain the influence of early individual social reformers and movements.

Example: Elizabeth Cady Stanton, Horace Mann, Dorothea Dix, Lucretia Mott, Robert Owen, abolition movement, temperance movement and utopian movements

The Civil War and Reconstruction Period: 1850 to 1877

8.1.20 Analyze the causes and effects of events leading to the Civil War, including development of sectional conflict over slavery.

Example: The Compromise of 1850, furor over publication of *Uncle Tom's Cabin* (1852), the Kansas-Nebraska Act (1854), the Dred Scott Case (1857), the Lincoln-Douglas Debates (1858) and the presidential election of 1860

8.1.21 Describe the importance of key events and individuals in the Civil War.

Example: Events: The battles of Manassas, Antietam, Vicksburg and Gettysburg; and the Emancipation Proclamation and Gettysburg Address (1861–1865); People: Jefferson Davis, Stephen A. Douglas, Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, William T. Sherman and Thaddeus Stevens

8.1.22 Explain and evaluate the policies, practices and consequences of Reconstruction, including the Thirteenth, Fourteenth and Fifteenth Amendments to the Constitution.

8.1.23 Describe the conflicts between Native American Indians and settlers of the Great Plains.

8.1.24 Identify the influence of individuals on political and social events and movements such as the abolition movement, the Dred Scott case, women's rights and Native American Indian removal.

Example: Henry Clay, Harriet Tubman, Harriet Beecher Stowe, Henry Ward Beecher, Roger Taney, Frederick Douglass, John Brown, Clara Barton, Andrew Johnson, Susan B. Anthony, Sitting Bull, Ralph Waldo Emerson and Henry David Thoreau

- 8.1.25 Give examples of how immigration affected American culture in the decades before and after the Civil War, including growth of industrial sites in the North; religious differences; tensions between middle-class and working-class people, particularly in the Northeast; and intensification of cultural differences between the North and the South.
- 8.1.26 Give examples of the changing role of women and minorities in the northern, southern and western parts of the United States in the mid-nineteenth century, and examine possible causes for these changes.
- 8.1.27 Give examples of scientific and technological developments that changed cultural life in the nineteenth-century United States, such as the use of photography, growth in the use of the telegraph, the completion of the transcontinental railroad and the invention of the telephone.

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research, and Issues-Analysis and Decision-Making

- 8.1.28 Recognize historical perspective and evaluate alternative courses of action by describing the historical context in which events unfolded and by avoiding evaluation of the past solely in terms of present-day norms.

Example: Use Internet-based documents and digital archive collections from museums and libraries to compare views of slavery in slave narratives, northern and southern newspapers, and present-day accounts of the era.

- 8.1.29 Differentiate between facts and historical interpretations, recognizing that the historian's narrative reflects his or her judgment about the significance of particular facts.
- 8.1.30 Formulate historical questions by analyzing primary* and secondary sources* about an issue confronting the United States during the period from 1754–1877.

Example: Virginia Statute for Religious Freedom (1786), President George Washington's Farewell Address (1796), the First Inaugural Address by Thomas Jefferson (1801), the Declaration of Sentiments and Resolutions of the Seneca Falls Convention (1848) and the Second Inaugural Address by Abraham Lincoln (1865)

- 8.1.31 Obtain historical data from a variety of sources to compare and contrast examples of art, music and literature during the nineteenth century and explain how these reflect American culture during this time period.

Example: Art: John James Audubon, Winslow Homer, Hudson River School, Edward Bannister, Edmonia Lewis and Henry Ossawa Tanner; Music: Daniel Decatur Emmett and Stephen Foster; Writers: Louisa May Alcott, Washington Irving, James Fennimore Cooper, Walt Whitman, Frederick Douglass, Paul Dunbar and George Caleb Bingham

- * primary source: developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters and government documents)
- * secondary source: developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet sources and nonfiction books)

Standard 2

Civics and Government

Students will explain the major principles, values and institutions of constitutional government and citizenship, which are based on the founding documents of the United States and how three branches of government share and check power within our federal system of government.

Foundations of Government

- 8.2.1 Identify and explain essential ideas of constitutional government, which are expressed in the founding documents of the United States, including the Virginia Declaration of Rights, the Declaration of Independence, the Virginia Statute for Religious Freedom, the Massachusetts Constitution of 1780, the Northwest Ordinance, the 1787 U.S. Constitution, the Bill of Rights, the Federalist and Anti-Federalist Papers, *Common Sense*, Washington's Farewell Address (1796) and Jefferson's First Inaugural Address (1801).

Example: The essential ideas include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty and property, and freedom of conscience.

- 8.2.2 Identify and explain the relationship between rights and responsibilities of citizenship in the United States.

Example: The right to vote and the responsibility to use this right carefully and effectively, and the right to free speech and the responsibility not to say or write false statements

- 8.2.3 Explain how and why legislative, executive and judicial powers are distributed, shared and limited in the constitutional government of the United States.

Example: Examine key Supreme Court cases and describe the role each branch of the government played in each of these cases.

- 8.2.4 Examine functions of the national government in the lives of people.

Example: Purchasing and distributing public goods and services, coining money, financing government through taxation, conducting foreign policy, providing a common defense, and regulating commerce

Functions of Government

8.2.5 Compare and contrast the powers reserved to the federal and state government under the Articles of Confederation and the United States Constitution.

8.2.6 Distinguish among the different functions of national and state government within the federal system by analyzing the United States Constitution and the Indiana Constitution.

Example: Identify important services provided by state government, such as maintaining state roads and highways, enforcing health and safety laws, and supporting educational institutions. Compare these services to functions of the federal government, such as defense and foreign policy.

Roles of Citizens

8.2.7 Explain the importance in a democratic republic of responsible participation by citizens in voluntary civil associations/non-governmental organizations that comprise civil society.

Example: Reform movements such as the abolitionist movement, women's suffrage and the Freedman's Bureau

8.2.8 Explain ways that citizens can participate in political parties, campaigns and elections.

Example: Local, state and national elections; referendums; poll work; campaign committees; and voting

8.2.9 Explain how citizens can monitor and influence the development and implementation of public policies at local, state and national levels of government.

Example: Joining action groups, holding leaders accountable through the electoral process, attending town meetings, staying informed by reading newspapers and Web sites, and watching television news broadcasts

8.2.10 Research and defend positions on issues in which fundamental values and principles related to the United States Constitution are in conflict, using a variety of information resources*.

Example: Powers of federal government vs. powers of state government

* information resources: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organizations

Standard 3

Geography

Students will identify the major geographic characteristics of the United States and its regions. They will name and locate the major physical features of the United States, as well as each of the states, capitals and major cities, and will use geographic skills and technology to examine the influence of geographic factors on national development.

The World in Spatial Terms

- 8.3.1 Read maps to interpret symbols and determine the land forms and human features that represent physical and cultural characteristics* of areas in the United States.

* cultural characteristics: human features, such as population characteristics, communication and transportation networks, religion and customs, and how people make a living or build homes and other structures

Places and Regions

- 8.3.2 Identify and create maps showing the physical growth and development of the United States from settlement of the original 13 colonies through Reconstruction (1877), including transportation routes used during the period.

Physical Systems

- 8.3.3 Identify and locate the major climate regions in the United States and describe the characteristics of these regions.

- 8.3.4 Name and describe processes that build* up the land and processes that erode* it and identify places these occur.

Example: The Appalachian Mountains are a formation that has undergone erosion. The Mississippi Delta is made up almost entirely of eroded material.

- 8.3.5 Describe the importance of the major mountain ranges and the major river systems in the development of the United States.

Example: Locate major U.S. cities during this time period, such as Washington, D.C.; New York; Boston; Atlanta; Nashville; Charleston; New Orleans; Philadelphia; and St. Louis, and suggest reasons for their location and development.

- * building: forces that build up Earth's surface include mountain building and deposit of dirt by water, ice and wind
- * erosion: the process by which the products of weathering* are moved from one place to another
- * weathering: the breaking down of rocks and other materials on Earth's surface by such processes as rain or wind

Human Systems

- 8.3.6 Identify the agricultural regions of the United States and be able to give reasons for the type of land use and subsequent land development during different historical periods.

Example: Cattle industry in the West and cotton industry in the South

- 8.3.7 Using maps identify changes influenced by growth, economic development and human migration in the eighteenth and nineteenth centuries.

Example: Westward expansion, impact of slavery, Lewis and Clark exploration, new states added to the union, and Spanish settlement in California and Texas

- 8.3.8 Gather information on the ways people changed the physical environment of the United States in the nineteenth century, using primary* and secondary sources* including digitized photo collections and historic maps.

- 8.3.9 Analyze human and physical factors that have influenced migration and settlement patterns and relate them to the economic development of the United States.

Example: Growth of communities due to the development of the railroad, development of the west coast due to ocean ports and discovery of important mineral resources; the presence of a major waterway influences economic development and the workers who are attracted to that development

* primary source: developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters and governmental documents)

* secondary source: developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet resources and nonfiction books)

Environment and Society

- 8.3.10 Create maps, graphs and charts showing the distribution of natural resources — such as forests, water sources and wildlife — in the United States at the beginning of the nineteenth century and give examples of how people exploited these resources as the country became more industrialized and people moved westward.

- 8.3.11 Identify ways people modified the physical environment as the United States developed and describe the impacts that resulted.

Example: Identify urbanization*, deforestation* and extinction* or near extinction of wildlife species; and development of roads and canals

* urbanization: a process in which there is an increase in the percentage of people living/working in urban places as compared to rural places

* deforestation: the clearing of trees or forests

- * extinction: the state in which all members of a group of organisms, such as a species, population, family or class, have disappeared from a given habitat, geographic area or the entire world

Standard 4 Economics

Students will identify, describe and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.

- 8.4.1 Identify economic factors contributing to European exploration and colonization in North America, the American Revolution and the drafting of the Constitution of the United States.

Example: The search for gold by the Spanish, French fur trade and taxation without representation

- 8.4.2 Illustrate elements of the three types of economic systems, using cases from United States history.

Example: Traditional economy*, command economy* and market economy*

- 8.4.3 Evaluate how the characteristics of a market economy have affected the economic and labor development of the United States.

Example: Characteristics include the role of entrepreneurs, private property, markets, competition and self-interest

- 8.4.4 Explain the basic economic functions of the government in the economy of the United States.

Example: The government provides a legal framework, promotes competition, provides public goods* and services, protects private property, controls the effects of helpful and harmful spillovers*, and regulates interstate commerce.

- 8.4.5 Analyze contributions of entrepreneurs and inventors in the development of the United States economy.

Example: Benjamin Banneker, George Washington Carver, Eli Whitney, Samuel Gompers, Andrew Carnegie, John D. Rockefeller and Madam C.J. Walker

- 8.4.6 Relate technological change and inventions to changes in labor productivity in the United States in the eighteenth and nineteenth centuries.

Example: The cotton gin increased labor productivity in the early nineteenth century.

- 8.4.7 Trace the development of different kinds of money used in the United States and explain how money helps make saving easier.

Example: Types of money included wampum, tobacco, gold and silver, state bank notes, greenbacks and Federal Reserve Notes

- 8.4.8 Examine the development of the banking system in the United States.

Example: The central bank controversy, the state banking era and the development of a gold standard

- 8.4.9 Explain and evaluate examples of domestic and international interdependence throughout United States history.

Example: Triangular trade routes and regional exchange of resources

- 8.4.10 Examine the importance of borrowing and lending (the use of credit) in the United States economy and list the advantages and disadvantages of using credit.

- 8.4.11 Use a variety of information resources* to compare and contrast job skills needed in different time periods in United States history.

- * traditional economy: an economy in which resources are allocated based on custom and tradition
- * command economy: an economy in which resources are allocated by the government or other central authority
- * market economy: an economy in which resources are allocated by decisions of individuals and businesses
- * public goods: goods or services whose benefits can be shared simultaneously by everyone and for which it is generally difficult to exclude people from getting the benefits whether they pay or not
- * spillover: the impact of an activity (positive or negative) on the well-being of a third party
- * information resources: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organizations

Economics

This course examines the allocation of scarce resources and the economic reasoning used by people as consumers, producers, savers, investors, workers, citizens and as agents of the government. Key elements include the study of scarcity, supply and demand, market structures, the role of government, national income determination, money, and the role of financial institutions, economic stabilization and trade.

At the high school level, Indiana's academic standards for social studies provide standards for specific courses that focus on one of the five content areas that make up the core of the social studies curriculum: history; government; geography; economics; and individuals, society and culture (psychology, sociology and anthropology). One of these content areas is the major focus of the course while the other areas play supporting roles or become completely integrated into the course content. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.

Standard 1 — Scarcity and Economic Reasoning

Students will understand that productive resources are limited; therefore, people, institutions and governments cannot have all the goods and services they want. As a result, people, institutions and governments must choose some things and give up others.

Standard 2 — Supply and Demand

Students will understand the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.

Standard 3 — Market Structures

Students will understand the organization and role of business firms and analyze the various types of market structures in the United States economy.

Standard 4 — The Role of Government

Students will understand that typical microeconomic roles of government in a market or mixed economy are the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures.

Standard 5 — National Economic Performance

Students will understand the means by which economic performance is measured.

Standard 6 — Money and the Role of Financial Institutions

Students will understand the role of money and financial institutions in a market economy.

Standard 7 — Economic Stabilization

Students will understand the macroeconomic role of the government in developing and implementing economic stabilization policies and how these policies impact the economy.

Standard 8 — Trade

Students will understand why individuals, businesses and governments trade goods and services and how trade affects the economies of the world.

Standard 1

Scarcity and Economic Reasoning

Students will understand that productive resources are limited; therefore, people, institutions and governments cannot have all the goods and services they want. As a result, people, institutions and governments must choose some things and give up others.

- E.1.1 Define each of the productive resources (natural, human, capital) and explain why they are necessary for the production of goods and services.
- E.1.2 Explain how consumers and producers confront the condition of scarcity by making choices which involve opportunity costs and tradeoffs.
- E.1.3 Explain the important role of the entrepreneur in taking the risk to combine productive resources to produce goods and services.
- E.1.4 Describe how people respond predictably to positive and negative incentives.
- E.1.5 Explain that voluntary exchange occurs when all participating parties expect to gain.
- E.1.6 Compare and contrast how the various economic systems (traditional, market, command, mixed) answer the questions: What to produce? How to produce it? For whom to produce?
- E.1.7 Describe how clearly defined and enforced property rights are essential to a market economy.
- E.1.8 Use a production possibilities curve to explain the concepts of choice, scarcity, opportunity cost, tradeoffs, unemployment, productivity and growth.
- E.1.9 Diagram and explain a Circular Flow Model of a market economy, showing households and businesses as decision makers, resource and money flows, and the three basic markets – product, productive resources and financial markets.

Standard 2

Supply and Demand

Students will understand the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.

- E.2.1 Define supply and demand.
- E.2.2 Identify factors that cause changes in market supply and demand.

- E.2.3 Describe the role of buyers and sellers in determining the equilibrium price.
- E.2.4 Describe how prices send signals to buyers and sellers.
- E.2.5 Recognize that consumers ultimately determine what is produced in a market economy (consumer sovereignty).
- E.2.6 Demonstrate how supply and demand determine equilibrium price and quantity in the product, resource and financial markets.
- E.2.7 Demonstrate how changes in supply and demand influence equilibrium price and quantity in the product, resource, and financial markets.
- E.2.8 Describe how the earnings of workers are determined by the market value of the product produced and workers' productivity.
- E.2.9 Demonstrate how government wage and price controls, such as rent controls and minimum wage laws, create shortages and surpluses.
- E.2.10 Use concepts of price elasticity of demand and supply to explain and predict changes in quantity as price changes.
- E.2.11 Illustrate how investment in factories; machinery; new technology; and the health, education and training of people increases productivity and raises future standards of living.

Standard 3

Market Structures

Students will understand the organization and role of business firms and analyze the various types of market structures in the United States economy.

- E.3.1 Compare and contrast the following forms of business organization: sole proprietorship, partnership and corporation.
- E.3.2 Identify the three basic ways that firms finance operations (retained earnings, stock issues and borrowing) and explain the advantages and disadvantages of each.
- E.3.3 Recognize that economic institutions, such as labor unions, nonprofit organizations and cooperatives, evolve in market economies to help members and clients accomplish their goals.
- E.3.4 Identify the basic characteristics of the four market structures: monopoly, oligopoly, monopolistic competition and pure competition.
- E.3.5 Explain how competition among many sellers lowers costs and prices.

- E.3.6 Demonstrate how firms determine price and output through marginal analysis.
- E.3.7 Explain ways that firms engage in price and non-price competition.
- E.3.8 Identify laws and regulations adopted in the United States to promote competition among firms.
- E.3.9 Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.
- E.3.10 Describe the benefits of natural monopolies (economies of scale) and the purposes of government regulation of these monopolies, such as utilities.
- E.3.11 Explain how cartels affect product price and output.

Standard 4

The Role of Government

Students will understand that typical microeconomic roles of government in a market or mixed economy are the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures.

- E.4.1 Explain the basic functions of government in a market economy.
- E.4.2 Explain how markets produce too few public goods and how the government determines the amount to produce through looking at benefits and costs.
- E.4.3 Describe how the government taxing harmful spillovers* and subsidizing helpful spillovers helps to resolve the inefficiency they cause.
- E.4.4 Describe major revenue and expenditure categories and their respective proportions of local, state and federal budgets.
- E.4.5 Explore the ways that tax revenue is used in the community.
- E.4.6 Identify taxes paid by students.
- E.4.7 Define progressive, proportional and regressive taxation.
- E.4.8 Determine whether different types of taxes (including income, sales and social security) are progressive, proportional or regressive.
- E.4.9 Describe how costs of government policies may exceed benefits, because social or political goals other than economic efficiency are being pursued.
- E.4.10 Use an economic decision-making model to analyze a public policy issue.

* spillover: the positive or negative impact of an activity on the well-being of a third party

Standard 5

National Economic Performance

Students will understand the means by which economic performance is measured.

- E.5.1 Define aggregate supply and demand, Gross Domestic Product (GDP), economic growth, unemployment, and inflation.
- E.5.2 Explain how GDP, economic growth, unemployment and inflation are measured.
- E.5.3 Explain the limitations of using GDP to measure economic welfare.
- E.5.4 Explain the four phases of the business cycle (contraction*, trough*, expansion* and peak*).
- E.5.5 Analyze the impact of events in United States history, such as wars and technological developments, on business cycles.
- E.5.6 Identify the different causes of inflation and explain who gains and loses because of inflation.
- E.5.7 Analyze the impact of inflation on students' economic decisions.
- E.5.8 Illustrate and explain cost-push and demand-pull inflation.
- E.5.9 Recognize that a country's overall level of income, employment and prices are determined by the individual spending and production decisions of households, firms and government.
- E.5.10 Illustrate and explain how the relationship between aggregate supply and aggregate demand is an important determinant of the levels of unemployment and inflation in an economy.
- E.5.11 Compare and contrast solutions for reducing unemployment.
 - * contraction: the phase of a business cycle in which the economy as a whole is in a decline; occurs after the business cycle peaks
 - * trough: the phase of the economy's business cycle that marks the end of a period of declining activity
 - * expansion: the phase when business activity surges
 - * peak: the highest point between the end of an economic expansion and the start of a contraction

Standard 6

Money and the Role of Financial Institutions

Students will understand the role of money and financial institutions in a market economy.

- E.6.1 Explain the basic functions of money.
- E.6.2 Identify the composition of the money supply of the United States.
- E.6.3 Explain the role of banks and other financial institutions in the economy of the United States.
- E.6.4 Explain how interest rates act as an incentive for savers and borrowers.
- E.6.5 Describe the organization and functions of the Federal Reserve System.
- E.6.6 Compare and contrast credit, savings and investment services available to the consumer from financial institutions.
- E.6.7 Demonstrate how banks create money through the principle of fractional reserve banking.
- E.6.8 Research and monitor financial investments, such as stocks, bonds and mutual funds.
- E.6.9 Analyze the difference in borrowing costs using various rates of interest when purchasing a major item, such as a car or house.
- E.6.10 Formulate a savings or financial investment plan for a future goal.

Standard 7

Economic Stabilization

Students will understand the macroeconomic role of the government in developing and implementing economic stabilization policies and how these policies impact the economy.

- E.7.1 Define and explain fiscal and monetary policy.
- E.7.2 Define the tools of fiscal and monetary policy.
- E.7.3 Describe the negative impacts of unemployment and unexpected inflation on an economy and how individuals and organizations try to protect themselves.
- E.7.4 Explain how monetary policy affects the level of inflation in the economy.
- E.7.5 Analyze how the government uses taxing and spending decisions (fiscal policy) to promote price stability, full employment and economic growth.
- E.7.6 Analyze how the Federal Reserve uses monetary tools to promote price stability, full employment and economic growth.
- E.7.7 Predict possible future effects of the national debt on the individual and the economy.

- E.7.8 Predict how changes in federal spending and taxation would affect budget deficits and surpluses and the national debt.
- E.7.9 Explain how a change in monetary or fiscal policy can impact a student's purchasing decision.

Standard 8

Trade

Students will understand why individuals, businesses and governments trade goods and services and how trade affects the economies of the world.

- E.8.1 Explain the benefits of trade among individuals, regions and countries.
- E.8.2 Define and distinguish between absolute and comparative advantage.
- E.8.3 Define trade barriers, such as quotas and tariffs.
- E.8.4 Explain why countries erect barriers to trade.
- E.8.5 Explain the difference between balance of trade and balance of payments.
- E.8.6 Compare and contrast labor productivity trends in the United States and other developed countries.
- E.8.7 Explain how most trade occurs because of a comparative advantage in the production of a particular good or service.
- E.8.8 Explain how changes in exchange rates impact the purchasing power of people in the United States and other countries.
- E.8.9 Evaluate the arguments for and against free trade.
- E.8.10 Identify skills that individuals need to be successful in the global economy.

Geography and History of the World

Students use geographical skills and historical concepts to deepen their understanding of global themes. Students use research tools to ask questions; acquire relevant information; use primary and secondary sources; and produce maps, timelines and other graphic representations to interpret geographic and historical problems and events. Key concepts include change over time, cultural landscape, diffusion, human environment interactions, physical systems, and spatial organization and variation.

At the high school level, Indiana's academic standards for social studies provide standards for specific courses that focus on one of the five content areas that make up the core of the social studies curriculum: history; government; geography; economics; and individuals, society and culture (psychology, sociology and anthropology). One of these content areas is the major focus of the course while the other areas play supporting roles or become completely integrated into the course content. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.

Standard 1 — Culture Hearths

Students will examine the physical and human geographic factors associated with the origin and development of culture hearths in various regions of the world.

Standard 2 — World Religions

Students will examine the physical and human geographic factors associated with the origins, spread and impact of major world religions in different regions of the world.

Standard 3 — Population Characteristics, Distribution and Migration

Students will examine the physical and human geographic factors associated with population characteristics, distribution and migration in the world and the causes and consequences associated with them.

Standard 4 — Exploration, Conquest, Imperialism and Post-Colonialism

Students will examine the physical and human geographic factors associated with the origins, major players and events, and consequences of worldwide exploration, conquest and imperialism.

Standard 5 — Urban Growth

Students will examine the physical and human geographic factors associated with the origin and growth of towns and cities in different regions of the world and with the internal spatial structure of those urban centers.

Standard 6 — Innovations and Revolutions

Students will examine physical and human geographic factors that influenced the origins, major events, diffusion and global consequences of new ideas in agriculture, science, culture, politics, industry and technology.

Standard 7 — Conflict and Cooperation

Students will explore the physical and human geographic factors affecting the origins and the local, regional and supranational consequences of conflict and cooperation between and among groups of people.

Standard 8 — Trade and Commerce

Students will examine the physical and human geographic factors that encourage or impede economic interdependence between and/or among countries and the local, regional and global consequences of those exchanges.

Standard 9 — Human and Environmental Interactions: Resources, Hazards and Health

Students will examine the physical and human geographic factors associated with examples of how humans interact with the environment, such as deforestation, natural hazards and the spread of diseases, and the regional and global consequences of these interactions.

Standard 10 — States, Nations and Nation-States

Students will analyze and evaluate the physical and human geographic factors that contribute to the formation of states (countries) and the forces that function to either unite and bind a country together or to divide a country.

Standard 11 — Sports, Recreation and Tourism

Students will examine the physical and human geographic factors associated with sports, recreation and tourism along with the local and global consequences of these activities.

Standard 12 — Global Change

Students will examine the human causes of change to the environment on a global scale along with the impact of these changes on the lives of humans.

Standard 1**Culture Hearths**

Students will examine the physical and human geographic factors associated with the origin and development of culture hearths in various regions of the world.

- GHW.1.1 Use maps, timelines and/or other graphic representations to identify and describe the location, distribution and main events in the development of culture hearths* in Asia, Mesoamerica and North Africa.

Example: Irrigation-based civilizations: Tigris-Euphrates (Fertile Crescent), Nile, Indus, Huang Ho (Yellow) Rivers (3300–500 B.C./B.C.E.); Rainforest- and valley-based civilizations of Mesoamerica (1200 B.C./B.C.E.–1492 A.D./C.E.); Land-based civilization: Mongols of Central Asia (700–1200 A.D./C.E.)

- GHW.1.2 Ask and answer geographic* and historical questions* about the locations and growth of culture hearths. Assess why some of these culture hearths have endured to this day, while others have declined or disappeared.

Example: Using the geographical/cultural areas mentioned in examples for GHW.1.1, answer questions such as the following: Where are culture hearths located and why are they located where they are? What are the locational advantages and disadvantages of particular culture hearths? How have these advantages and disadvantages changed over time? (3300 B.C./B.C.E.–present)

- GHW.1.3 Analyze agricultural hearths* and exchanges of crops among regions. Evaluate the impact of agriculture on the subsequent development of culture hearths in various regions of the world.

Example: Development and sharing of irrigated crops of Mesopotamia (3300–500 B.C./B.C.E.); the agricultural base of the Ancient Greek city-states (1000–350 B.C./B.C.E.); spread of wheat, barley, cattle and horses to areas of similar latitude: North Africa, Europe, East Asia (1500 B.C./B.C.E.–500 A.D./C.E.); Pre-Columbian societies of the Americas (1200 B.C./B.C.E.–1492 A.D./C.E.); Mesoamerican agricultural influences on Europe (1492–1800 A.D./C.E.)

- GHW.1.4 Identify and describe the factors that explain how the local and regional human and physical environments of selected culture hearths were modified over time in terms of such features as urban development and agricultural activities.

Example: Fall of the Sumerian, Babylonian, Assyrian and Phoenician civilizations and the rise of the Persians (3300–350 B.C./B.C.E.); disappearance of the Olmec civilization and the rise and subsequent fall of the Maya (300 B.C./B.C.E.–600 A.D./C.E.); fall of Angkor Wat (700–1432 A.D./C.E.)

- * culture hearth: heartland, source area, innovation center, place of origin of a major culture*
- * culture: the sum total of the artifacts, knowledge, attitudes, and habitual behavior patterns, including language, shared and transmitted by the members of a society
- * geographic question: a question that asks “where?” and “why there?”
- * historical question: a question that asks “when?” and “why then?”
- * agricultural hearths: heartland, source area, innovation center, place of origin of the domestication of plants and animals

Standard 2

World Religions

Students will examine the physical and human geographic factors associated with the origins, spread and impact of major world religions in different regions of the world.

- GHW.2.1 Map the spread over time of world religions from their points of origin and identify those that exhibit a high degree of local and/or international concentration.

Example: Universal religions: Christianity (Jerusalem), Islam (Mecca, Medina) and Buddhism (Varanasi); Ethnic religions: Hinduism (Indus River), Confucianism and Taoism (Yellow River), Shintoism (Japan), Orthodox Judaism (Jerusalem)

- GHW.2.2 Differentiate among selected countries in terms of how their identities, cultural and physical environments, and functions and forms of government* are affected by world religions.

Example: Spain: Muslim, Jewish and Christian influences on government, considering their similarities and differences (100–1500); Russia: influences of the Eastern Orthodox Church (1400–1917); Iran and Iraq: how religion (Shia Islam and Sunni Islam) affects culture and government (1917–present); Israel: the Jewish state and a possible future Palestinian State (1948–present)

- GHW.2.3 Compare and contrast different religions in terms of perspectives on the environment and attitudes toward resource use, both today and in the past.

Example: Japan (Shintoism and Buddhism): natural beauty; Native Americans (selected tribes): sanctity of the environment; India (Hinduism and Jainism): reverence for living things, especially for selected animal species; Sub-Saharan

Africa (rise of animism): animistic perception of land, resources and natural events; Western World (Christianity): environment and attitudes toward resource use

- GHW.2.4 Analyze and assess the rise of fundamentalist movements in the world's major religions during contemporary times (1980–present) and describe the relationships between religious fundamentalism* and the secularism* and modernism* associated with the Western tradition.

Example: United States: issues related to the separation of church and state (1910–present); Shiite Islamic fundamentalism in Iran and its view of the West in general and the United States in particular as “The Great Satan” (1970–present); fundamentalism in India and its relationship to the government of India (1980–present)

- * form of government (also referred to as a system of government): a social institution composed of various people, institutions and their relations in regard to the governance of a state; different forms of government have different types of political systems, such as theocracy in which a deity is recognized as the supreme civil ruler, but the deity's laws are interpreted by ecclesiastical authorities (bishops, mullahs, etc.).
- * fundamentalism: a belief in the infallibility and literal interpretation of a particular religion's doctrine or holy books
- * secularism: the belief that religious considerations should be excluded from civic affairs
- * modernism: an attempt to bring religious thought into harmony with the scientific findings and secular philosophy of the present day

Standard 3

Population Characteristics, Distribution and Migration

Students will examine the physical and human geographic factors associated with population characteristics, distribution and migration in the world and the causes and consequences associated with them.

- GHW.3.1 Map the distribution of the world's human population for different time periods. Analyze changes in population characteristics* and population density in specific regions.

Example: Africa: compare traditional population maps from the 1600–1800s to current maps from the 1900–2000s; Europe: compare traditional population maps from the 1800s to maps of the present; compare and contrast Ireland in the 1830–40s using traditional maps to maps from the 1980–90s. Then ask questions about these maps, such as: What impact does the availability of particular resources have on the distribution of population*? Where is population most densely settled and why? How and why does age-gender structure* vary over time and in different regions of the world?

- GHW.3.2 Identify and describe the push-pull factors* that resulted in the migration* of human population over time and detect changes in these factors.

Example: China: push – poverty and overpopulation, pull – gold in New World, jobs in Southeast Asia (nineteenth century); Russian Jews: push – anti-Semitism, pull – freedom and economic opportunities in the United States (nineteenth century); Scandinavians: push – poor land, overpopulation and religious intolerance, pull – Homestead Act and freedom in the United States (nineteenth century); Irish: push – famine, pull – economic opportunities in United States (nineteenth century); Europe: push – communist movement in Eastern Europe, pull – freedom in Western Europe (1945–1990); Hispanics from South and Central America: push – poverty and overpopulation, pull – economic opportunities in the United States (1950–present)

- GHW.3.3 Analyze the changes in population characteristics and physical and human environments that resulted from the migration of peoples within, between, and among world regions.

Example: India and China: brain drain to the United States and Europe (twentieth century); Palestinians: refugees to several Middle-Eastern countries (1947–present); West Bank: Jewish settlements (1947–present); Southwest Asia: economic opportunities in Western Europe (1950–present); Former Soviet Union: political and economic exchanges among former Soviet satellites and Russia (1990–present)

- GHW.3.4 Give examples of and evaluate how the physical and human environments in different regions have changed over time due to significant population growth or decline.

Example: Europe: movement of prosperous and talented middle-class Huguenots from France to German states, colonial America and South Africa (1700–1900); Persian Gulf immigrants to United Kingdom (twentieth century); movement of individuals in the arts from the Soviet Union to the United States (1950–1990); movement of Japanese to Australia for economic opportunity (1975–present)

- GHW.3.5 Analyze population trends in the local community and suggest the impact of these trends on the future of the community in relation to issues such as development, employment, health, cultural diversity, schools, political representation and sanitation. Propose strategies for dealing with the issues identified.

Example: Obtain population data for a city, a township and the local county covering the decades of 1950, 1960, 1970, 1980, 1990 and 2000 (U.S. Census of Population). Graph data and changes for each geographical unit; map the population change (growth and decline); analyze where changes of significance have occurred; predict where future population change may occur and the consequences for providing services to the population and school districting; and analyze the political and economic impact due to the way that population totals are used to allocate political representation in Congress, county boards, city councils, etc.

- * population characteristics: the traits of a population including:
- * population distribution: the patterns of settlement and dispersion of a population
- * age-gender structure: the composition of a population as determined by the number or proportion of males and females in each age category
- * push-pull factors: the idea that migration flows are simultaneously stimulated by perceived conditions in the source area, which tend to drive (push) people away, and by the perceived attractiveness (pull) of the destination
- * migration: a change in residence intended to be permanent

Standard 4

Exploration, Conquest, Imperialism and Post-Colonialism

Students will examine the physical and human geographic factors associated with the origins, major players and events, and consequences of worldwide exploration, conquest and imperialism.

- GHW.4.1 Explain the causes and conditions of worldwide voyages of exploration, discovery and conquest. Identify the countries involved. Provide examples of how people modified their view of world regions as a consequence of these voyages.

Example: Alexander the Great and the development of the Hellenistic Period (350–300 B.C./B.C.E.), Mongol conquests of India and China (711–1300), Spanish and Portuguese exploration and conquest (1400–1800), English and French exploration and conquest (1400–1800), exploration of the New World (1400–1800), voyages by Ming Dynasty (1368–1644), explorers in the early fifteenth century around India to Africa, European view of world regions, Asia and Africa (1500–1800), Manchu conquest in 1644 of all of China and Inner Asia

- GHW.4.2 Use maps, timelines and/or other graphic representations to show the movement, spread and changes in the worldwide exchange of flora*, fauna* and pathogens* that resulted from transoceanic voyages of exploration and exchanges between peoples in different regions. Assess the consequences of these encounters for the people and environments involved.

Example: Compare world maps of the fifteenth century to world maps of the sixteenth century that show selected crops grown for food, analyze how the Industrial Revolution affected agriculture in Europe and the Americas (1700–1900), and compare and contrast two or more regions of the world relative to major life-threatening diseases prior to 1492 and after this date.

- GHW.4.3 Identify and compare the main causes, players and events of imperialism* during different time periods. Examine the global extent of imperialism using a series of political maps.

Example: Illustrate the colonial focus of the following European nationalities: Spanish and Portuguese (1492–1825); British, French, Belgian and Dutch (1800–1970). Link European countries to their colonies in Asia and Africa in

relationship to resources and trade patterns in the nineteenth and twentieth centuries.

- GHW.4.4 Analyze and assess how the physical and human environments (including languages used) of places and regions changed as the result of differing imperialist and colonial policies.

Example: Native Americans in Mesoamerica in relationship to Spanish conquistadors, missionaries and traders; Africa and the Atlantic slave trade involving Europeans and Africans; the Arabic-Islamic slave trade involving indigenous African peoples and directed northward and eastward within the continent of Africa and into the Middle East; and the slave trade involving only indigenous black Africans in the interior of the continent; economic dislocations in India (1500–1947)

- GHW.4.5 Analyze and assess ways that colonialism and imperialism have persisted and continue to evolve in the contemporary world.

Example: (1850–present) Disparate effects of global economic competition; patterns of variation between developed* and developing countries*; the global division of labor, especially between developed and less-developed countries; the magnitude and direction of the flows of cultural exchange between former colonies and colonial powers

- * flora: plants or plant life of a region or environment
- * fauna: all the animal life of a region or environment
- * pathogen: any organism capable of producing disease
- * imperialism: a national policy of forming and maintaining an empire; it involves the struggle for the control of raw materials and world markets, the subjection and control of territories, and the establishment of colonies.
- * developed country: an area of the world that is technologically advanced, highly urbanized and wealthy, and has generally evolved through economic and demographic transitions
- * developing country: an area of the world that is changing from uneven growth to more constant economic conditions and that is generally characterized by low rates of urbanization, relatively high rates of infant mortality and illiteracy, and relatively low rates of life expectancy and energy use

Standard 5

Urban Growth

Students will examine the physical and human geographic factors associated with the origin and growth of towns and cities in different regions of the world and with the internal spatial structure of those urban centers.

- GHW.5.1 Ask and answer geographic and historical questions about the origin and growth of towns and cities in different regions of the world and in different time periods. Compare and contrast the factors involved in the location and growth of towns and cities for different time periods.

Example: Answer questions such as Where are these towns and cities located and why are they located where they are? and When did these towns and cities develop and why? for the following: ancient Rome, the rise to towns in Europe (1050–1450), Dutch cities (trade), Venice (Crusades), New York City (harbor), Istanbul (junction between Europe and Asia), Singapore (Strait of Malacca) and Hong Kong (China trade).

- GHW.5.2 Describe, using maps, timelines and/or other graphic presentations, the worldwide trend toward urbanization*. Assess the impact of factors such as locational advantages and disadvantages, changing transportation technologies, population growth, changing agricultural production, and the demands of industry on this trend.

Example: Latin America: compare and contrast the urban centers of Mexico, Brazil and Peru (1800–present); New Orleans: growth as gateway to the heartland of the United States (1803–present); Tokyo: from semi-isolation to widespread international interaction (1853–present)

- GHW.5.3 Analyze the changing functions of cities over time.

Example: London: fortress to political, cultural and economic center (1066–present); Beijing: from village to capital (1500–present); Chicago: stockyard to financial and transportation center; Sydney: penal colony to cultural and financial center (1790–present); Shanghai: from Western trade center to global financial and manufacturing hub (1800–present)

- GHW.5.4 Describe how the internal structure of cities is similar and different in various regions of the world. Analyze and explain why these similarities and differences in structure exist.

Example: Examine similarities and differences among the urban development of Salt Lake City (central temple focus), Paris (circular with spokes), Rio de Janeiro (physical geographic constraints of sea and mountains), and Mumbai (peninsular location)

- GHW.5.5 Analyze and assess the impact of urbanization on the physical and human environments in various parts of the world.

Example: Compare and contrast Quebec City (French) with Edmonton (English), Canada; Wuhan (industrial) with Beijing (capital), China; Rome (cosmopolitan) with Milan (manufacturing), Italy; Nairobi (interior) with Mombasa (coastal), Kenya. Examine the impact of the local community on the physical and human environment.

* urbanization: the process involving the movement to, and the clustering of, people in towns and cities; refers to the proportion of a country's population living in urban places

Standard 6

Innovations and Revolutions

Students will examine physical and human geographic factors that influenced the origins, major events, diffusion and global consequences of new ideas in agriculture, science, culture, politics, industry and technology.

- GHW.6.1 Distinguish between violent and non-violent revolution. Describe the causes and events of political revolutions in two distinct regions of the world and use maps, timelines and/or other graphic representations to document the spread of political ideas that resulted from those events to other regions of the world.

Example: Governmental change for the following countries and the impact of the changes on other countries and regions: England (1680s), United States (1760s and 1780s), France (1780s and 1790s), Mexico (1820s), Brazil (1820s), China (1910s), Russia (1910s), Iran (1970s), and potential revolutions in Venezuela and the countries of Central Asia (present)

- GHW.6.2 Prepare maps, timelines and/or other graphic representations showing the origin and spread of specific innovations. Assess the impact of these innovations on the human and physical environments of the regions to which they spread.

Example: Explosives (Asia, first century), paper (Asia, first century), printing press (Europe, 1400s), steam engine (Europe, 1700s), pasteurization (Europe, 1800s), electricity (North America, 1800s), immunization (Europe, 1800–1900s), atomic energy (North America and Europe, 1900s), and computer and digital technology (North America and Asia, 1950–present)

- GHW.6.3 Map the spread of innovative art forms and scientific thought from their origins to other world regions. Analyze how the spread of these ideas influenced developments in art and science for different places and regions of the world.

Example: Italian Renaissance and the growth of egg tempera paintings and frescoes, chemistry of oil paints (1500s); European Renaissance and the development of scientific ideas (1600–1800); England and the Industrial Revolution and its diffusion (1700–present); compare and contrast the spread of Asian, African and Latin American art forms (1900s–present); development of twentieth century music (jazz, etc.) in North America (1900s–present)

- GHW.6.4 Analyze how transportation and communication changes have led to both cultural convergence* and divergence* in the world.

Example: Railroads promoting convergence (Australia, India, North America, 1800–1900s); automobiles and airplanes promoting convergence among places connected and divergence for places not connected (North America, 1900s); computer technology, television, cell phones and satellite communications

promoting convergence and sometimes divergence (North America, Africa, 1900–present)

- GHW.6.5 Analyze and assess the impact of the four major agricultural revolutions* on the world's human and physical environments.

Example: Plant domestication in irrigation-based civilization cultural hearths (3300 to 500 B.C./B.C.E.), American Indians' use of fire on the Great Plains (before 1800), industrial agriculture on the delta of the Amu Darya River in Uzbekistan and its effects on the Aral Sea (1900s), and genetic manipulation of rice in India (1900s)

- GHW.6.6 Compare and contrast the impact of the Industrial Revolution on developed countries with the economic processes acting upon less developed countries in the contemporary world.

Example: The abundance of productive land in the U.S. compared to the limited productive land in less developed countries, the historically scarce labor supply in the U.S. that led to immigration and mechanization compared to the abundance of labor and high unemployment in contemporary less developed countries, the historic elimination of temperate latitude forests by colonial powers and the U.S. to fuel development, and the current use of tropical forests in less developed countries

- * cultural convergence: the process by which cultures become more alike
- * cultural divergence: the process by which cultures become less alike
- * four major agricultural revolutions, in historical order: (1) fire used to alter natural vegetation; (2) domestication of plants; (3) industrialization and mechanization of agriculture with use of fertilizers, pesticides and herbicides; (4) applied microscopia for selective genetic manipulation

Standard 7

Conflict and Cooperation

Students will explore the physical and human geographic factors affecting the origins and the local, regional and supranational consequences of conflict and cooperation between and among groups of people.*

- GHW.7.1 Recognize that conflict and cooperation among groups of people occur for a variety of reasons including nationalist*, racial, ethnic, religious, economic and resource concerns that generally involve agreements and disagreements related to territory on Earth's surface.

Example: Turkey and Iraq conflict and cooperation related to the headwaters of the Tigris and Euphrates Rivers (1900–present), U.S. and Canada conflict and cooperation related to salmon in the Straits of Georgia and Juan de Fuca (1950–present), and conflict within the country of Sudan between Arabic peoples in the north and black Africans in the south (1950–present)

- GHW.7.2** Analyze the physical and human factors involved in conflicts and violence related to nationalist, racial, ethnic, religious, economic and/or resource issues in various parts of the world, over time. Assess the human and physical environmental consequences of the conflicts identified for study. Propose solutions to conflicts that are still ongoing.

Example: Indian Sub-continent: British vs. Muslims vs. Hindus (1800–present); Northern Ireland: Protestant vs. Catholic (1900s); Southwest Asia: Iran vs. Iraqi Shiites vs. Sunnis, Israelis vs. Arab, Israelis vs. Palestinians (1900s–present); Africa: tribal conflict in Rwanda, Nigeria and Sudan (1900s–present); Europe: the creation of new nations from the former Austro-Hungarian and Russian Empires (1914–present), World War II and the Holocaust (1935–1945)

- GHW.7.3** Analyze and explain why some countries achieved independence peacefully through legal means and others achieved independence as a consequence of armed struggles or wars.

Example: Compare and contrast Czech Republic and Slovakia to former Yugoslavia (1900s), compare and contrast Ghana under Nkrumah and Kenya under Kenyatta (1950–70s), compare and contrast Gandhi's (India) non-violent approach to independence compared to Algerian violent movement for independence from France (1950s) or to the Bolshevik's (Russia) approach to independence from absolutism (1900s), and compare and contrast the independence movements by colonial Australia and South Africa (1900s)

- GHW.7.4** Prepare maps, timelines and/or other graphic representations to trace the development and geographic extent of a variety of regional and global cooperative organizations for different time periods. Describe why each was established. Assess their success or lack of success, consequences for citizens, and the role of particular countries in achieving the goals the organizations were established to accomplish.

Example: League of Nations, North Atlantic Treaty Organization (NATO), United Nations (UN), North American Free Trade Association (NAFTA), Free Trade Association (FTA), World Trade Organization (WTO), World Health Organization (WHO), European Union (EU), Triple Entente, Quintuple Alliance and Free Trade Area of the Americas (FTAA)

- * supranational: a venture involving three or more states (political, economic and/or cultural) cooperating to promote shared objectives
- * nationalist: devotion to the interests or culture of a particular nation including promoting the interests of one country over those of others

Standard 8

Trade and Commerce

Students will examine the physical and human geographic factors that encourage or impede economic interdependence between and/or among countries and the local, regional and global consequences of those exchanges.

- GHW.8.1 Use maps to show the location and distribution of Earth's resources. Analyze how this distribution affects trade between and among countries and regions.

Example: Compare and contrast South Africa with selected countries of sub-Saharan Africa (1800s–present), relate the movement of world resources to developed from developing countries (1900s), compare and contrast specific countries and regions in North America with countries and regions in Asia and Latin America in relationship to resources (present), relate fossil fuels to the “have” and “have not” countries (present).

- GHW.8.2 Prepare graphic representations, such as maps, tables and timelines, to describe the global movement of goods and services between and among countries and world regions over time. Analyze and assess the patterns and networks of economic interdependence or lack of interdependence that result.

Example: Latin American and Africa: describe near-subsistence agriculture (1800–present), United States: relate resources to the interstate highway system (present), Russia: discuss the importance of the BAM (Baikal-Amur Mainline Railway) project and the Trans-Siberian railroad system in making more resources accessible to world trade (present), Europe and China: compare and contrast the movement of goods and services (present)

- GHW.8.3 Identify and describe how the physical and human environments have been altered in selected countries due to trade, commerce and industrialization. Propose strategies for controlling the impact of these forces on the environments affected.

Example: Japan: compare and contrast the Inland Sea Area (1850–2000), Persian Gulf states: making the desert bloom (1875–2005), United States: forest and plains to farmland (1800s), China: industrial changes in Yangzi (Chang Jiang) River valley from 1930s to 2000, Indonesia and Brazil: tropical rainforests to farmland (present)

- GHW.8.4 Analyze the impact of changing global patterns of trade and commerce on the local community. Predict the impact of these patterns in the future.

Example: Go to a large retail store in the local community and map the origins of textile products by countries; China and United States: give examples of the imbalance of trade (present) and predict the impact of the imbalance on the local community; evaluate the auto industry in relationship to imports and the impact on mid-America and predict the impact on the local community (1970–present).

Standard 9

Human and Environmental Interactions: Resources, Hazards and Health

Students will examine the physical and human geographic factors associated with examples of how humans interact with the environment, such as deforestation, natural hazards and the spread of diseases, and the regional and global consequences of these interactions.

- GHW.9.1 Use maps to identify regions in the world where particular natural disasters occur frequently. Analyze how the physical and human environments in these regions have been modified over time in response to environmental threats. Give examples of how international efforts bring aid to these regions and assess the success of these efforts.

Example: Japan (earthquakes): building reinforced skyscrapers, training for emergency in a disciplined society; United States (hurricanes): the response in Florida and Louisiana, government aid, flood-prone areas in urban environment; Indian Ocean (earthquakes, tsunamis): lack of warning systems in the third world countries, worldwide relief efforts, foreign aid; Colombia (volcanoes): mud-flows, government response in remote areas of the world; Pakistan (earthquakes): remote areas, lack of building codes, terrorist activity; and China (floods): deadly floods on the Hwang Ho River

- GHW.9.2 Identify regional resource issues that may impede sustainability*, economic expansion and/or diversification*. Assess the impact of these issues on the physical and human environments of specific regions. Propose strategies for dealing with regional resources issues.

Example: United States: distribution of fresh water in western states, California vs. neighboring states; African Sahel: overgrazing vegetation, compounding effects of drought and consequent desertification; Europe: dependence on the Persian Gulf for fossil energy; Russia: significant resource potential, but slow development of infrastructure and residuals of command economy within the market economy since the 1990s

- GHW.9.3 Identify and describe ways in which humans have used technology to modify the physical environment in order to settle areas in different world regions. Evaluate the impact of these technologies on the physical and human environments affected.

Example: Netherlands: use of dams and dikes to claim polderlands from the North Sea; United States (New Orleans): levees and dams used for urban growth and development; China: Three Gorges Dam on Yangtze River causing displacement of population and changing the land features, but also providing great potential for modernization; Southwest Asia (Qatar and United Arab Emirates): changing the desert into areas of agriculture productivity and developing urban centers

- GHW.9.4 Distinguish and assess the human and physical factors associated with the spread of selected epidemics and/or pandemics over time and describe the impact of this

diffusion on countries and regions. Propose strategies for limiting the spread of diseases.

Example: Europe (Black Death, Bubonic Plague): spread from Central Asia, dramatic decrease in population (fourteenth century); North America (Native Americans): Europeans bringing smallpox and measles to New World (1500s); World: the cholera pandemic (1700–1800s), Influenza Pandemic (1918–1919), the AIDS epidemic (1900s); Asia and United States: the potential for a bird flu pandemic and the response by the United States with the help of the Centers for Disease Control (2007)

- * sustainability: meeting the needs of the present population without compromising the ability of future generations to meet their own needs
- * diversification: methods of farming, other forms of land use, industrial production and economic systems that involve more than one product, following the old maxim, “Don’t put all your eggs in one basket”

Standard 10

States, Nations and Nation-States

Students will analyze and evaluate the physical and human geographic factors that contribute to the formation of states (countries) and the forces that function to either unite and bind a country together or to divide a country.

GHW.10.1 Differentiate between a state* (country*) and a nation*, specifically focusing on the concepts of territorial control and self-determination* of internal and foreign affairs. Analyze the relationship between nations and the states in which they lie.

Example: Iraq and Kurdistan (1930–present), China and Tibet (1949–present), and Spain and the Basque (1492–present)

GHW.10.2 Analyze the formation of states (countries) in selected regions and identify and appraise the contribution of factors, such as nationalism*, in their formation.

Example: The development of the United States from the 13 colonies (1763–1825), the development of the countries of Columbia and Venezuela from the Viceroyalty of New Granada (1775–1825), the formation of Germany (1848–1989), the formation of the Republic of China on Taiwan (1945–present), potential nationalistic movements with the Palestinians and Kurds (present)

GHW.10.3 Evaluate and predict the successes and failures of democratic reform movements in challenging authoritarian or despotic regimes in different countries.

Example: Brazil: formation (1820–1875), Russia: from Czar to federalism (1905–1995), the future of Iraq (1945–present), Korea (1945–present), South Africa: from white supremacy to black majority rule with protection of the rights of minorities (1900s), Nigeria: from dictatorship to democracy (1960–present)

GHW.10.4 Investigate and assess the impact of imperialistic policies on the formation of new countries in various regions of the world.

Example: The Netherlands and Indonesia (1750–1945), Great Britain and Kenya (1870–1970), Belgium and the Congo (1870–1970), France and Indo-China (1890–1954), United States and the Philippines (1898–1947), Portugal and Angola (1925–1975), and Japan and Korea (1910–1945)

GHW.10.5 Use a variety of sources, such as atlases, written materials and statistical source materials, to identify countries of the world that are true nation-states*. Draw conclusions about why certain regions of the world contain more nation-states than others.

Example: The development of France (500–1850), compare Europe with Africa (1700–1990), the emergence of the federal state of Australia (1775–1925) and the increase of homogeneity in Japan (1945–present)

GHW.10.6 Analyze the human and physical geographic forces that either bind and unite (centripetal forces*) or divide (centrifugal forces*) a country or countries. Predict the impact of these forces on the future of these countries. Propose strategies that countries can use to overcome the impact of centrifugal forces.

Example: Switzerland and Yugoslavia (1200–present); the emergence of countries in the Indian sub-continent (1775–1985); the road to federalism in Nigeria (1925–present); and the evolution of countries of contemporary Europe, such as Great Britain, France, Spain and Italy

- * state: a politically organized territory that is administered by a sovereign government and is recognized by a significant portion of the international community; a state must also contain a permanent resident population, have an economy, and be self-governing within a defined territory
- * country: synonymous with the term state
- * nation: a group of people generally linked by language, ethnicity, religion and other shared cultural attributes including a common cultural consciousness; such homogeneity does not occur in all states, and a nation may not necessarily enjoy statehood
- * self-determination: the principle that people should be free to determine their own political status
- * nationalism: the belief that groups of people are bound together by territorial, cultural and (sometimes) ethnic links
- * nation-state: a state (country) whose population possesses a substantial degree of cultural homogeneity and unity and is recognized as a political unit; the territory of a nation-state usually coincides with the area settled by a certain national group or people
- * centripetal forces: forces that unite and bind a country together, such as a strong national culture, shared ideological objectives or a common faith
- * centrifugal forces: forces that tend to divide a country, such as internal religious, linguistic, ethnic or ideological differences

Standard 11

Sports, Recreation and Tourism

Students will examine the physical and human geographic factors associated with sports, recreation and tourism along with the local and global consequences of these activities.

- GHW.11.1 Use graphic representations, such as maps and timelines, to describe the spread of specific sports and/or sporting events from their geographic origins. Analyze the spatial patterns that emerge.

Example: Golf (Scotland); tennis (Europe); lacrosse (Canada, Native Americans); skiing (Norway); soccer/football (Europe, Latin America); baseball, basketball (United States); and The Ancient Olympics marathon (Greece)

- GHW.11.2 Analyze the ways in which people's changing views of particular places and regions as recreation and/or tourist destinations reflect cultural changes.

Example: Italy (Florence, Venice and Rome): formerly political, religious and commercial centers, becoming tourist centers; China: potential for significant political and cultural change due to the Olympic movement; and United States: development of parks in response to increased urbanization

- GHW.11.3 Identify and assess the impact of sports and recreation on the human and physical environments in selected countries.

Example: Olympic Games: the modern games have significantly changed the host urban centers and in many cases the entire country is affected; United States: select urban centers where recreational and sporting structures have significantly changed the environment (Indianapolis, Minneapolis, Cincinnati, etc.), select impoverished inner-city neighborhoods and show how the landscape has changed due to the development of recreational facilities; Africa: the development of national parks and reserves to protect the animal life and the environment; Japan: golf courses in densely settled areas.

- GHW.11.4 Analyze the changing patterns of space devoted to sports and recreation in the local community and region. Predict the impact of these patterns in the future. Propose strategies for dealing with the issues identified.

Example: Indianapolis: downtown renewal, West Lafayette: university expansion of sporting facilities, South Bend: national reputation related to sports, and Paoli: basketball stadium holds more than the town's population

- GHW.11.5 Analyze the impact of tourism on the physical and human environments of selected world regions. Predict the environmental impact of a continued growth in tourism in these regions.

Example: Mexico: tourism on the Yucatan Peninsula (Cancun, etc), Brazil: increased tourism to the rainforest areas along the Amazon River, Kenya: the effects of traditional safari hunting on the animal environment, Pacific World (Hawaii, Fiji, Palau and Tahiti): human change and environmental impact of

tourism, China: societal changes resulting from increased tourism in a communist state

- GHW.11.6 Use geographical and historical knowledge and skills to analyze problems related to tourism and to propose solutions related to these problems.

Example: Examine tourism in a developed or less-developed country to identify conflicts over resource use, the relative advantages and disadvantages of tourism to local residents and the costs and benefits of tourism from several points of view (e.g., those of the owner of a diving shop, a hotel maid, a tourist and a local fisherman) to put together a position paper for or against developing tourism in a new location.

Standard 12

Global Change

Students will examine the human causes of change to the environment on a global scale along with the impact of these changes on the lives of humans.

- GHW.12.1 Analyze global climate change (sometimes called “global warming”) and assess the validity of this idea, the variable climate changes it forecasts for different parts of Earth, and the implications of these changes for humans (political, economic, and health and welfare).

Example: The accuracy of Global Climate Models (GCMs) (1980–present), the forecast that the productive farmlands of the U.S. Great Plains will experience drought while Canada’s farmlands will become much more productive (present), sea level changes associated with past and present climate changes, and the impact of such changes on humans in the contemporary world (last Ice Age–present)

- GHW.12.2 Explain the concepts of linear* and exponential growth*. Apply these concepts to geographical themes and analyze the consequences of various human responses to these trends.

Example: The “doubling time” for global population and the implications of this doubling in various world regions (1750–present), economic growth curves for various countries and the implications for resource use and environmental pollution (present)

- * linear growth: a model of growth that involves adding a fixed amount to a constant base over a period of time
- * exponential growth: a model of growth in which a constant rate of growth is applied to a continuously growing base over a period of time

The historical geography concepts used to explore global themes in Geography and History of the World are described here.

Change over Time

Modifications in human and physical environments resulting from the workings of geographic and historical processes.

Cultural Landscape

The forms and artifacts sequentially placed on the natural landscape by the activities of various human occupants. By this progressive imprinting of the human presence, the physical (natural) landscape is modified into the cultural landscape, forming an interacting unity between the two.

Diffusion

The spatial spreading or dissemination of a cultural element (such as a technological innovation) or some other phenomenon (e.g., a disease outbreak).

Human Environment Interactions

The ways that people depend on, adapt to, are affected by and change the natural environment.

Human Livelihoods

People obtain the necessities and the comforts of life through participation in three sectors of activity: primary (agriculture, mining and forestry), secondary (industry) and tertiary (services).

National Character

Over time, countries and nations take on representative cultural features that define them locally, regionally or nationally, and collectively distinguish them from others.

Origin

The point or place from which something arises, comes, begins or develops; the starting point or place.

Physical Systems

The physical processes that shape the patterns of Earth's surface and the characteristics and spatial patterns of ecosystems on Earth's surface.

Sense of Place

Places are parts of Earth's space, large or small, that have been endowed with meaning by people. A sense of place takes two forms: (1) the distinctive character of a place that results from the physical characteristics of the place or the place's association with significant events, and (2) the attachments that people develop for places through experience, memory and intention.

Spatial Distribution

The arrangement of physical and human elements on Earth's surface.

Spatial Interaction

The movement of people, goods, information and money between and among regions, countries, and places.

Spatial Organization

The way in which physical and human elements on Earth's surface are structured.

Spatial Variation

How one place is different from another in form, condition, appearance or extent.

Psychology

This course provides students the opportunity to explore psychology as the scientific study of mental processes and behavior. Areas of study include the scientific method, development, cognition, personality, assessment and mental health, and the socio-cultural and biological bases of behavior.

At the high school level, Indiana's academic standards for social studies provide standards for specific courses that focus on one of the five content areas that make up the core of the social studies curriculum: history; government; geography; economics; and individuals, society and culture (psychology, sociology and anthropology). One of these content areas is the major focus of the course while the other areas play supporting roles or become completely integrated into the subject matter. In the case of psychology, all indicators relate closely to the content area entitled individuals, society and culture. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.

Standard 1 — The Scientific Method

Students will understand the development of psychology as an empirical science by describing the scientific method, explaining research strategies and identifying ethical issues.

Standard 2 — Development

Students will explain the process of how humans grow, learn and adapt to their environment.

Standard 3 — Cognition

Students will understand how organisms adapt to their environment through learning, information processing and memory.

Standard 4 — Personality, Assessment and Mental Health

Students will recognize that personality is the distinctive and relatively stable pattern of behaviors, thoughts, motives and emotions that characterize an individual. They will also identify the different types and functions of assessment instruments; understand the factors that contribute to mental health, stress and mental illness; and identify approaches for treatment of mental health problems.

Standard 5 — Socio-Cultural Dimensions of Behavior

Students will understand the socio-cultural dimensions of behavior including topics such as conformity, obedience, perception, attitudes and the influence of the group on the individual.

Standard 6 — Biological Bases of Behavior

Students will investigate the structure, biochemistry and circuitry of the brain and the nervous system to understand their roles in affecting behavior, including the ability to distinguish between sensation and perception.

Standard 1**The Scientific Method**

Students will understand the development of psychology as an empirical science by describing the scientific method, explaining research strategies and identifying ethical issues.

- P.1.1 List and explain the reasons for studying the methodology of psychology.
- P.1.2 Differentiate between descriptive and experimental research methods.
- P.1.3 List and describe key concepts in descriptive and experimental research.
- P.1.4 Explain the relationship among independent and dependent variables and experimental and control groups.
- P.1.5 Distinguish between scientific and nonscientific research.
- P.1.6 List and describe the key concepts, and follow the ethical guidelines created and supported by the American Psychological Association regarding the use of human and animal subjects.
- P.1.7 Identify ethical issues in psychological research.
- P.1.8 Apply the principles of research design to an appropriate experiment.
- P.1.9 Describe and compare quantitative and qualitative research strategies.
- P.1.10 Create a testable hypothesis and design and carry out appropriate research.
- P.1.11 Discuss the problems of attributing cause and effect to the outcomes of descriptive research.

Standard 2 Development

Students will explain the process of how humans grow, learn and adapt to their environment.

- P.2.1 Explain the role of prenatal, perinatal and post-natal development in human behavior.
- P.2.2 Discuss aspects of life span development (infancy, childhood, adolescence, adulthood, later years, dying and death).
- P.2.3 Compare the different ways in which people develop, including physical, social, moral, cognitive, emotional and language development.
- P.2.4 Describe the theories of Piaget, Erikson and Kohlberg regarding development.
- P.2.5 Compare children's thinking at different stages of cognitive development.
- P.2.6 Identify and compare the level of moral reasoning from Kohlberg's stages of moral development.

- P.2.7 Design and conduct experiments related to cognitive, emotional, motor, moral and language development.

Standard 3

Cognition

Students will understand how organisms adapt to their environment through learning, information processing and memory.

- P.3.1 Explain learning, including operant, classical, associational and social learning.
- P.3.2 Differentiate between learning, reflexes and fixed-action patterns.
- P.3.3 Describe the characteristics and operation of short-term and long-term memory.
- P.3.4 Identify factors that interfere with memory.
- P.3.5 Describe mnemonic techniques for improving memory.
- P.3.6 Identify the brain structures related to memory.
- P.3.7 Explain cognition from both developmental and information processing perspectives.
- P.3.8 Examine the roles of reinforcement and punishment as ways of understanding and modifying behavior.
- P.3.9 Explain the principles of classical conditioning, operant conditioning, observational learning and associational learning to daily life.
- P.3.10 Create and carry out a plan for changing one's own behavior.
- P.3.11 Provide examples of learning from daily life.
- P.3.12 Apply mnemonics techniques to learning situations.

Standard 4

Personality, Assessment and Mental Health

Students will recognize that personality is the distinctive and relatively stable pattern of behaviors, thoughts motives, and emotions that characterize an individual. They will also identify the different types and functions of assessment instruments; understand the factors that contribute to mental health, stress and mental illness; and identify approaches for treatment of mental health problems.

- P.4.1 Identify the factors that may influence the formation of personality.
- P.4.2 Identify and describe the characteristics of the major personality theories.

- P.4.3 Distinguish between objective and projective techniques of personality assessment.
- P.4.4 Describe tests used in personality assessment.
- P.4.5 Distinguish between stress and distress.
- P.4.6 Identify environmental factors that lead to stress.
- P.4.7 Describe the common characteristics of abnormal behavior.
- P.4.8 Explain how culture influences the definition of abnormal behavior.
- P.4.9 Identify and describe the theories of abnormality.
- P.4.10 Discuss major categories of abnormal behavior.
- P.4.11 Describe availability and appropriateness of various modes of treatment for people with psychological disorders.
- P.4.12 Describe characteristics of effective treatment and prevention.
- P.4.13 Explain the relationship between mental health categories and the law.
- P.4.14 Evaluate the influence of variables, such as culture, family and genetics, on personality development.
- P.4.15 Explore the impact of socio-cultural factors on personality development.
- P.4.16 Compare and contrast the validity and reliability of objective and projective assessment techniques.
- P.4.17 Develop a strategy to promote support for individuals with specific mental disorders.
- P.4.18 Locate sources of mental health care providers.
- P.4.19 Explain how one's outlook (positive or negative) can influence mental health.
- P.4.20 Develop a plan for raising a child with a healthy personality.
- P.4.21 Explain anti-social behavior using major personality theories.

Standard 5

Socio-Cultural Dimensions of Behavior

Students will understand the socio-cultural dimensions of behavior including topics such as conformity, obedience, perception, attitudes and the influence of the group on the individual.

- P.5.1 Understand how cultural socialization determines social schema development.
- P.5.2 Describe the components of culture, such as symbols, language, norms and values.
- P.5.3 Explain how perceptions and attitudes develop.
- P.5.4 Describe factors that lead to conformity, obedience and nonconformity.
- P.5.5 Discuss the role of altruism in society.
- P.5.6 Describe circumstances under which conformity and obedience are likely to occur.
- P.5.7 Explain how attributions affect our explanations of behavior.
- P.5.8 List and assess some methods used to change attitudes.
- Example:** Team building, knowledge and learning, peer group influence, coercion, and economic reward
- P.5.9 Explain how economic, social and cultural factors affect behavior.
- P.5.10 Understand how social structure can affect inter-group relations.
- P.5.11 Identify differences between internal and external attributions.
- P.5.12 Discuss conflict and the processes involved in conflict resolution.
- P.5.13 Explain how bias and discrimination influence behavior.
- P.5.14 Provide positive and negative outcomes of group polarization.
- P.5.15 Compare the factors that lead to conformity and nonconformity.
- P.5.16 Describe how a social group can influence the behavior of an individual or another group.
- P.5.17 Explore the nature of bias and discrimination.
- P.5.18 Explain the role of expectations and stereotypes as they relate to attitude and behavior.
- P.5.19 Give examples of the bystander effect*.
- P.5.20 Compare the effects of cooperation and competition on individuals and groups.
- P.5.21 Identify and explain sources of attitude formation.

* bystander effect: the phenomenon in which someone is less likely to intervene in an emergency when others are present than when alone

Standard 6

Biological Bases of Behavior

Students will investigate the structure, biochemistry and circuitry of the brain and the nervous system to understand their roles in affecting behavior, including the ability to distinguish between sensation and perception.

- P.6.1 List and describe the structure and function of the major regions of the brain.
- P.6.2 Identify the role of the corpus callosum.
- P.6.3 Describe the structure and function of the neuron in relation to how the brain works.
- P.6.4 Identify the major divisions and subdivisions of the nervous system.
- P.6.5 List the methods for studying the brain.
- P.6.6 Understand the structure and function of the endocrine system.
- P.6.7 Explain how heredity interacts with the environment to influence behavior.
- P.6.8 Distinguish between conscious and unconscious perception.
- P.6.9 List and describe the location and function of the major brain regions.
- P.6.10 Describe the relationship among DNA, genes and chromosomes.
- P.6.11 Compare and contrast the influence of the left and right hemispheres on the function of the brain.
- P.6.12 Explain sensory adaptation, sensory deprivation and the importance of selective attention.
- P.6.13 List and explain the psychological influences and experiences on perception.
- P.6.14 Compare the effects of certain drugs or toxins with the effects of neurotransmitters in relation to synaptic transmission.
- P.6.15 Identify how vision, motor, language and other functions are regulated by each hemisphere.
- P.6.16 Give examples of how hormones are linked to behavior.
- P.6.17 Give examples of how the environment selects traits and behaviors that increase the survival rate of organisms.
- P.6.18 Discuss the possible effects of heredity and environment on behavior.

- P.6.19 Explain the function of the sympathetic and parasympathetic nervous system on heart rate or other physiological responses in an emotional situation.

Sociology

Students study human social behavior from a group perspective, including recurring patterns of attitudes and actions and how these patterns vary across time, among cultures and in social groups. Students examine society, group behavior and social structures, as well as the impact of cultural change on society, through research methods using scientific inquiry.

At the high school level, Indiana's academic standards for social studies provide standards for specific high school courses that focus on one of five content areas that make up the core of the social studies curriculum: history; government; geography; economics; and individuals, society and culture (psychology, sociology and anthropology). One of these content areas is the major focus of the course while the other areas play supporting roles or become completely integrated into the subject matter. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.

Standard 1 — Foundations of Sociology as a Social Science

Students will describe the development of sociology as a social science, by identifying methods and strategies of research and by examining the contributions of sociology to the understanding of social issues.

Standard 2 — Culture

Students will examine the influence of culture on the individual and the way cultural transmission is accomplished. They will study the way culture defines how people in a society behave in relation to groups and to physical objects. They will also learn that human behavior is learned within the society. Through the culture, individuals learn the relationships, structures, patterns and processes to be members of the society.

Standard 3 — Social Status

Students will identify how social status influences individual and group behaviors and how that status relates to the position a person occupies within a social group.

Standard 4 — Social Groups

Students will explore the impacts of social groups on individual and group behavior. They will understand that social groups are comprised of people who share some common characteristics, such as common interests, beliefs, behavior, feelings, thoughts and contact with each other.

Standard 5 — Social Institutions

Students will identify the effects of social institutions on individual and group behavior. They will understand that social institutions are the social groups in which an individual participates, and that these institutions influence the development of the individual through the socialization process.

Standard 6 — Social Change

Students will examine the changing nature of society. They will explain that social change addresses the disruption of social functions caused by numerous factors and that some changes are minor and others are major.

Standard 7 — Social Problems

Students will analyze a range of social problems in today's world. Social problems result from imbalances within the social system and affect a large number of people in an adverse way.

Standard 8 — Individual and Community

Students will examine the role of the individual as a member of the community. They will also explore both individual and collective behavior.

Standard 1**Foundations of Sociology as a Social Science**

Students will describe the development of sociology as a social science, by identifying methods and strategies of research and by examining the contributions of sociology to the understanding of social issues.

- S.1.1 Discuss the development of the field of sociology as a social science.
- S.1.2 Identify early leading theorists within social science.

Example: Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, C. Wright Mills and Karl Marx
- S.1.3 Compare sociology with other social science disciplines.
- S.1.4 Examine changing points of view of social issues, such as poverty, crime and discrimination.
- S.1.5 Evaluate various types of sociologic research methods.
- S.1.6 Distinguish fact from opinion in data sources to analyze various points of view about a social issue.
- S.1.7 Determine cause-and-effect relationship issues among events as they relate to sociology.
- S.1.8 Identify, evaluate and use appropriate reference materials and technology to interpret information about cultural life in the United States and other world cultures, both in the past and today.
- S.1.9 Prepare original written and oral reports and presentations on specific events, people or historical eras as related to sociological research.
- S.1.10 Develop a working definition of sociology that has personal application.
- S.1.11 Choose a social issue and conduct research using the scientific method of inquiry, including developing a hypothesis, conducting research, interpreting data and drawing conclusions about the issue.

Standard 2

Culture

Students will examine the influence of culture on the individual and the way cultural transmission is accomplished. They will study the way culture defines how people in a society behave in relation to groups and to physical objects. They will also learn that human behavior is learned within the society. Through the culture, individuals learn the relationships, structures, patterns and processes to be members of the society.

- S.2.1 Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.
- S.2.2 Explain the differences between a culture and a society.
- S.2.3 Recognize the influences of genetic inheritance and culture on human behavior.
- S.2.4 Give examples of subcultures and describe what makes them unique.
- S.2.5 Compare social norms among various subcultures.
- S.2.6 Identify the factors that promote cultural diversity within the United States.
- S.2.7 Explain how various practices of the culture create differences within group behavior.
- S.2.8 Compare and contrast different types of societies, such as hunting and gathering, agrarian, industrial, and post-industrial.
- S.2.9 Prepare original written and oral reports and presentations on specific events, people or historical eras as related to sociological research.
- S.2.10 Work independently and cooperatively in class and the school and provide leadership in age-appropriate activities.
- S.2.11 Identify both rights and responsibilities the individual has to the group.
- S.2.12 Demonstrate democratic approaches to managing disagreements and resolving conflicts.

Example: Persuasion, compromise, debate and negotiation
- S.2.13 Compare and contrast ideas about citizenship and cultural participation from the past with those of the present community.

Standard 3

Social Status

Students will identify how social status influences individual and group behaviors and how that status relates to the position a person occupies within a social group.

S.3.1 Describe how social status affects social order.

Example: Upper class, middle class and lower class; and professional, blue collar and unemployed

S.3.2 Explain how roles and role expectations can lead to role conflict.

Example: Roles of men and women, age, and racial and ethnic groups within different societies

S.3.3 Examine and analyze various points of view relating to historical and current events.

S.3.4 Determine cause-and-effect relationships among historical events, themes and concepts in United States and world history as they relate to sociology.

S.3.5 Conduct research on the various types of status found in the local community using various types of data gathering.

Standard 4

Social Groups

Students will explore the impacts of social groups on individual and group behavior. They will understand that social groups are comprised of people who share some common characteristics, such as common interests, beliefs, behavior, feelings, thoughts and contact with each other.

S.4.1 Describe how individuals are affected by the different social groups to which they belong.

S.4.2 Identify major characteristics of social groups familiar to the students.

S.4.3 Examine the ways that groups function, such as roles, interactions and leadership.

S.4.4 Discuss the social norms of at least two groups to which the student belongs.

S.4.5 Analyze what can occur when the rules of behavior are broken and analyze the possible consequences for unacceptable behavior.

S.4.6 Identify the various types of norms (folkways, mores, laws and taboos) and explain why these rules of behavior are considered important to society.

S.4.7 Discuss the concept of deviance and how society discourages deviant behavior using social control.

- S.4.8 Explain how students are members of primary and secondary groups and how those group memberships influence students' behavior.
- S.4.9 Discuss how formal organizations influence behavior of their members.
- Example:** Churches, synagogues and mosques; political parties; and fraternal organizations
- S.4.10 Distinguish the degree of assimilation that ethnic, cultural and social groups achieve within the United States culture.
- Example:** forced versus voluntary assimilations, association with different groups, interaction within a cultural community and adaptation within families due to education
- S.4.11 Discuss how humans interact in a variety of social settings.
- S.4.12 Determine the cultural patterns of behavior within such social groups as rural/urban or rich/poor.
- S.4.13 Investigate and compare the ideas about citizenship and cultural participation of social groups from the past with those of the present community.

Standard 5

Social Institutions

Students will identify the effects of social institutions on individual and group behavior. They will understand that social institutions are the social groups in which an individual participates, and that these institutions influence the development of the individual through the socialization process.

- S.5.1 Identify basic social institutions and explain their impact on individuals, groups and organizations within society and how they transmit the values of society.
- Example:** Familial, religious, educational, economic and political institutions
- S.5.2 Discuss the concept of political power and factors that influence political power.
- Example:** Social class, racial and ethnic group memberships, cultural group, sex, and age
- S.5.3 Discuss how societies recognize rites of passage.
- Example:** Baptism or other religious ceremonies, school prom, graduation, marriage, and retirement

- S.5.4 Investigate stereotypes of the various United States subcultures, such as “American Indian,” “American cowboys,” “teenagers,” “Americans,” “gangs” and “hippies,” from a world perspective.
- S.5.5 Define ethnocentrism and explain how it can be beneficial or destructive to a culture.
- S.5.6 Identify the factors that influence change in social norms over time.
- S.5.7 Use various resources to interpret information about cultural life in the United States and other world cultures, both in the past and today.
- S.5.8 Analyze the primary and secondary groups common to different age groups in society.
- S.5.9 Conduct research and analysis on an issue associated with social structure or social institutions.
- S.5.10 Identify both rights and responsibilities the individual has to primary and secondary groups.
- S.5.11 Demonstrate democratic approaches to managing disagreements and solving conflicts.
- Example:** Persuasion, compromise, debate and negotiation
- S.5.12 Explain how roles and role expectations can lead to role conflict.

Standard 6

Social Change

Students will examine the changing nature of society. They will explain that social change addresses the disruption of social functions caused by numerous factors and that some changes are minor and others are major.

- S.6.1 Describe how and why societies change over time.
- S.6.2 Examine various social influences that can lead to immediate and long-term changes.
- Example:** Natural and man-made disasters, spatial movement of people, technology, urbanization, industrialization, immigration, wars, challenge to authority, laws, diffusion of cultural traits, discrimination, discoveries and inventions, and scientific exploration
- S.6.3 Describe how collective behavior* can influence and change society.

Example: Riots and a rise in crime leading to community curfews and organized protests leading to governmental changes of policy

- S.6.4 Examine how technological innovations and scientific discoveries have influenced major social institutions.

Example: The impacts that mass telecommunications, television and innovations in transportation had on the family, education, government or other institutions

- S.6.5 Discuss how social interactions and culture could be affected in the future due to innovations in science and technological change.

- S.6.6 Describe how the role of the mass media has changed over time and project what changes might occur in the future.

- S.6.7 Distinguish major differences between social movements and collective behavior with examples from history and the contemporary world.

Example: The Civil Rights marches on Washington vs. race riots during the 1960s

- S.6.8 Investigate the consequences to society as a result of changes.

Example: Natural and man-made disasters, spatial movement of people, technology, urbanization, industrialization, immigration, wars, challenge to authority, laws, diffusion of cultural traits, discrimination, discoveries and inventions, and scientific exploration

- S.6.9 Trace the development of the use of a specific type of technology in the community.

Example: Access to computers at school and at home and cellular phones

- S.6.10 Propose a plan to improve a social structure, and design the means needed to implement the change.

- S.6.11 Cite examples of the use of technology in social research.

- S.6.12 Evaluate a current issue that has resulted from scientific discoveries and/or technological innovations.

* collective behavior: the spontaneous, unstructured and temporary behavior of a group in response to an event or situation

Standard 7

Social Problems

Students will analyze a range of social problems in today's world. Social problems result from imbalances within the social system and affect a large number of people in an adverse way.

S.7.1 Identify characteristics of a “social” problem, as opposed to an “individual” problem.

S.7.2 Describe how social problems have changed over time.

Example: Juvenile delinquency, crime, poverty and discrimination

S.7.3 Explain how patterns of behavior are found with certain social problems.

Example: Juvenile offenses, such as gang membership, crime, sexual behavior and teen pregnancy, are found in the histories of adult criminals.

S.7.4 Discuss the implications of social problems for society.

Example: Drug addiction, child abuse, school dropout rates and unemployment

S.7.5 Examine how individual and group responses are often associated with social problems.

Example: “But everyone else is doing it” and “If I ignore it, it will go away.”

S.7.6 Evaluate possible solutions to resolving social problems and the consequences that might result from those solutions.

S.7.7 Survey local agencies involved in addressing social problems to determine the extent of the problems in the local community.

S.7.8 Design and carry out school- and community-based projects to address a local aspect of a social problem.

Standard 8

Individual and Community

Students will examine the role of the individual as a member of the community. They will also explore both individual and collective behavior.

S.8.1 Describe traditions, roles and expectations necessary for a community to continue.

S.8.2 Describe how collective behavior (working in groups) can influence and change society. Use historical and contemporary examples to define collective behavior.

S.8.3 Discuss theories that attempt to explain collective behavior.

Example: Contagion theory and convergence theory

S.8.4 Define a social issue to be analyzed.

S.8.5 Examine factors that could lead to the breakdown and disruption of an existing community.

S.8.6 Discuss the impact of leaders of different social movements.

Example: Gandhi; Hitler; Martin Luther King, Jr.; and Susan B. Anthony

S.8.7 Define propaganda and discuss the methods of propaganda used to influence social behavior.

Example: News media and advertisements

S.8.8 Discuss both the benefits and social costs of collective behavior in society.

S.8.9 Determine a cause-and-effect relationship among historical events, themes and concepts in United States and world history as they relate to sociology.

S.8.10 Identify a community social problem and discuss appropriate actions to address the problem.

S.8.11 Investigate how incorrect communications, such as rumors or gossip, can influence group behavior.

Example: Orson Welles' "The War of the Worlds" radio broadcast, or rumors in the mass media, on the Internet or in the community

United States Government

This course provides a framework for understanding the purposes, principles and practices of American government as established by the United States Constitution. Students are expected to understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national government.

At the high school level, Indiana's academic standards for social studies provide standards for specific courses that focus on one of the five content areas that make up the core of the social studies curriculum: history; government; geography; economics; and individuals, society and culture (psychology, sociology and anthropology). One of these discipline areas may be the major focus of the course while the other areas play supporting roles or become completely integrated into the course content. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.

Standard 1 — The Nature of Politics and Government

Students will identify, define, compare and contrast ideas regarding the nature of government, politics and civic life, and explain how these ideas have influenced contemporary political and legal systems. They will also explain the importance of government, politics and civic engagement in a democratic republic, and demonstrate how citizens participate in civic and political life in their own communities.

Standard 2 — Foundations of Government in the United States

Students will identify and define ideas at the core of government and politics in the United States, interpret Founding-Era documents and events associated with the core ideas, and explain how commitment to these foundational ideas constitutes a common American civic identity. They will also analyze issues about the meaning and application of these core ideas to government, politics and civic life, and demonstrate how citizens use these foundational ideas in civic and political life.

Standard 3 — Purposes, Principles and Institutions of Government in the United States

Students will explain how purposes, principles and institutions of government for the American people are established in the United States Constitution and reflected in the Indiana Constitution. They will describe the structures and functions of American constitutional government at national, state and local levels and practice skills of citizenship in relationship to their constitutional government.

Standard 4 — The Relationship of the United States to Other Nations in World Affairs

Students will analyze the interactions between the United States and other nations and evaluate the role of the United States in world affairs.

Standard 5 — Roles of Citizens in the United States

Students will explain the idea of citizenship in the United States, describe the roles of United States citizens, and identify and explain the rights and responsibilities of United States citizens. They will also examine how citizens can participate responsibly and effectively in the civic and political life of the United States.

Standard 1**The Nature of Politics and Government**

Students will identify, define, compare and contrast ideas regarding the nature of government, politics and civic life, and explain how these ideas have influenced contemporary political and legal systems. They will also explain the importance of government, politics and civic engagement in a democratic republic, and demonstrate how citizens participate in civic and political life in their own communities.

- USG.1.1 Define civic life, political life and private life and describe the activities of individuals in each of these spheres.
- USG.1.2 Define the terms and explain the relationship between politics*, government*, and public policy*.
- USG.1.3 Describe the purposes and functions of government through the interpretation of the *Preamble* of the United States Constitution.
- USG.1.4 Define and contrast types of government including direct democracy, monarchy, oligarchy, and totalitarianism.
- USG.1.5 Compare and contrast characteristics of limited and unlimited governments and provide historical and contemporary examples of each type of government.
- USG.1.6 Compare and contrast unitary*, confederal*, and federal* systems of government.
- USG.1.7 Explain how civil society* contributes to the maintenance of limited government in a representative democracy or democratic republic, such as the United States.
- USG.1.8 Define and provide examples of constitutionalism, rule of law, limited government and popular sovereignty in the United States Constitution and explain the relationship of these three constitutional principles to the protection of the rights of individuals.

- USG.1.9 Explain the importance of a written constitution in establishing and maintaining the principles of rule of law and limited government.
- USG.1.10 Describe the sources of authority from ancient to modern times that provided governmental legitimacy.
- USG.1.11 Describe how the United States Constitution establishes majority rule while protecting minority rights and balances the common good with individual liberties.
- * politics: the art and science of governing. Through politics, people express opinions about what government should or should not do.
 - * government: an institution that determines and enforces a society's laws
 - * public policy: decisions and laws that a government makes in a particular area of public concern
 - * unitary system: government in which all legal power is held by the national, or central, government
 - * confederal system: government in which independent states unite to accomplish common goals
 - * federal system: government in which power is shared among central, state and regional levels
 - * civil society: individuals and organizations independent of the government

Standard 2

Foundations of Government in the United States

Students will identify and define ideas at the core of government and politics in the United States, interpret Founding-Era documents and events associated with the core ideas, and explain how commitment to these foundational ideas constitutes a common American civic identity. They will also analyze issues about the meaning and application of these core ideas to government, politics and civic life, and demonstrate how citizens apply these foundational ideas in civic and political life.

- USG.2.1 Summarize the colonial, revolutionary and Founding-Era experiences and events that led to the writing, ratification and implementation of the United States Constitution (1787) and Bill of Rights (1791).
- USG.2.2 Define and provide examples of foundational ideas of American government, including natural rights philosophy, social contract, popular sovereignty, constitutionalism, representative democracy, political factions, federalism and individual rights, which are embedded in Founding-Era documents.

Example: Magna Carta (1215); Mayflower Compact (1620); English Bill of Rights (1689); The Virginia Declaration of Rights (1776); the Declaration of Independence (1776); the Virginia Statute for Religious Freedom (1786); the Northwest Ordinance (1787); the United States Constitution (1787); selected Federalist Papers, such as numbers 1, 9, 10, 39, 51, and 78 (1787–1788); the Bill of Rights (1791); and the Indiana Constitutions of 1816 and 1851

- USG.2.3 Explain how a common and shared American civic identity is based on commitment to foundational ideas in Founding-Era documents and in core documents of subsequent periods of United States history.

Example: The Declaration of Independence (1776), the Seneca Falls Declaration of Sentiments and Resolutions (1848), President Abraham Lincoln’s Gettysburg Address (1863) and Second Inaugural Address (1865), President Franklin Roosevelt’s “Four Freedoms” speech (1941), President John F. Kennedy’s Inaugural Address (1961), and Reverend Martin Luther King, Jr.’s “Letter From Birmingham Jail” (1963)

- USG.2.4 Compare and contrast the ideas of the Federalists and the Anti-Federalists regarding the respective roles of state and national government on ratification of the United States Constitution (1787–1788).
- USG.2.5 Define and provide historical and contemporary examples of fundamental principles and values of American political and civic life, including liberty, security, the common good, justice, equality, law and order, rights of individuals, and social diversity.
- USG.2.6 Explain the importance for communities comprised of diverse individuals and groups to make a common commitment to fundamental principles and values of American democracy.
- USG.2.7 Identify and explain historical and contemporary efforts to narrow discrepancies between fundamental principles and values of American democracy and realities of American political and civic life.

Standard 3

Purposes, Principles and Institutions of Government in the United States

Students will explain how purposes, principles and institutions of government for the American people are established in the United States Constitution and reflected in the Indiana Constitution. They will also describe the structures and functions of American constitutional government at national, state and local levels and practice skills of citizenship in relationship to their constitutional government.

- USG.3.1 Analyze the United States Constitution and explain characteristics of government in the United States, which define it as a federal, presidential, constitutional and representative democracy.
- USG.3.2 Explain the constitutional principles of federalism, separation of powers, the system of checks and balances, representative democracy, and popular sovereignty; provide examples of these principles in the governments of the United States and the state of Indiana.

- USG.3.3 Identify and describe provisions of the United States Constitution and the Indiana Constitution that define and distribute powers and authority of the federal or state government.
- USG.3.4 Explain the relationship between limited government and a market economy.
- USG.3.5 Explain the section of Article IV, Section 4, of the United States Constitution which says, “The United States shall guarantee to every State in the Union a Republican form of government.”
- USG.3.6 Compare and contrast the enumerated, implied and denied powers in the United States Constitution and the Indiana Constitution.
- USG.3.7 Explain the relationships among branches of the United States government and Indiana government, which involve separation and sharing of powers as a means to limited government.
- USG.3.8 Describe the fiscal and monetary policies incorporated by the United States government and Indiana government and evaluate how they affect individuals, groups and businesses.
- USG.3.9 Explain how a bill becomes law in the legislative process of the United States.
- USG.3.10 Describe the procedures for amending the United States Constitution and analyze why it is so difficult to amend the Constitution.
- USG.3.11 Analyze the functions of the judicial branch of the United States and Indiana governments with emphasis on the principles of due process, judicial review and an independent judiciary.
- USG.3.12 Analyze the functions of major departments of the executive branch in the United States and in Indiana.
- Example:** United States: Department of Defense, Department of State, Department of Homeland Security, Department of Treasury and Department of Justice; Indiana: Department of Agriculture, Department of Education, Department of Natural Resources, Department of Revenue, and the Indiana Economic Development Corporation
- USG.3.13 Explain the electoral process in terms of election laws and election systems on the national, state and local level.
- Example:** Voter registration, primary elections and campaign finance laws
- USG.3.14 Summarize the evolution of political parties and their ideologies in the American governmental system and analyze their functions in elections and government at national, state and local levels of the federal system.

- USG.3.15 Explain and evaluate the original purpose and function of the Electoral College and its relevance today.
- USG.3.16 Explain the organization of state and local governments in Indiana and analyze how they affect the lives of citizens.
- USG.3.17 Identify special interest groups and explain their impact on the development of state and local public policy.

Example: Citizen's groups, corporate lobbyists, unions and educational institutions

- USG.3.18 Identify and analyze decisions by the United States Supreme Court about the constitutional principles of separation of powers and checks and balances in such landmark cases as *Marbury v. Madison* (1803), *Baker v. Carr* (1962), *United States v. Nixon* (1974), *Clinton v. City of New York* (1998) and *Bush v. Gore* (2000).
- USG.3.19 Identify and analyze decisions by the United States Supreme Court about the constitutional principle of federalism in cases such as *McCulloch v. Maryland* (1819), *Alden v. Maine* (1999) and the denial of certiorari* for the Terri Schiavo case (2005).
- USG.3.20 Describe the influence of the media on public opinion and public policy.

* certiorari: a writ from a high court to a low court requesting a transcript of the proceedings of a case for review

Standard 4

The Relationship of the United States to Other Nations in World Affairs

Students will analyze the interactions between the United States and other nations and evaluate the role of the United States in world affairs.

- USG.4.1 Compare and contrast governments throughout the world with the United States government in terms of source of the government's power.

Example: Democracy, dictatorship and monarchy

- USG.4.2 Describe how different governments interact in world affairs.

Example: Trade, diplomacy, military actions, treaties and agreements

- USG.4.3 Identify and describe contemporary examples of conflict among nations.

Example: Competition for resources and territory, differences in ideology, and religious or ethnic conflict

USG.4.4 Identify the costs and benefits to the United States of participating in international organizations.

Example: The United Nations (UN), North Atlantic Treaty Organization (NATO), World Trade Organization (WTO) and North American Free Trade Association (NAFTA)

USG.4.5 Analyze powers the United States Constitution gives to the executive, legislative and judicial branches of government in the area of foreign affairs.

USG.4.6 Identify and describe strategies available to the United States government to achieve foreign policy objectives.

Example: Diplomatic aid, treaties, sanctions and military intervention

USG.4.7 Describe the influence individuals, businesses, labor and other organizations exercise on United States foreign policy.

Example: Corporate lobbyists, unions, citizen groups, educational institutions, media and world institutions

USG.4.8 Provide examples of non-governmental international organizations and explain their role in international affairs.

Example: The International Red Cross and Catholic Relief Services

USG.4.9 Identify world issues, including political, cultural, demographic, economic and environmental challenges, that affect the United States foreign policy in specific regions of the world.

Example: Use technology to gather and present information about globalization, immigration, global climate change, terrorism and ethnic cleansing.

USG.4.10 Discuss specific foreign policy issues that impact local community and state interests.

Example: Trade, immigration and war

Standard 5

Roles of Citizens in the United States

Students will explain the idea of citizenship in the United States, describe the roles of United States citizens, and identify and explain the rights and responsibilities of United States citizens. They will also examine how citizens can participate responsibly and effectively in the civic and political life of the United States.

USG.5.1 Define the legal meaning of citizenship in the United States.

USG.5.2 Describe the requirements for citizenship in the United States and residency in Indiana and deliberate on criteria used for attaining both.

USG.5.3 Analyze the roles of citizens in Indiana and the United States.

Example: Voting in public elections, being informed on civic issues, participating in voluntary associations and participating in political activities

USG.5.4 Discuss the individual's legal obligation to obey the law, serve as a juror and pay taxes.

USG.5.5 Identify and describe the civil and constitutional rights found in the United States Constitution and Bill of Rights and expanded by decisions of the United States Supreme Court.

Example: Freedom of speech, right to bear arms and the right to justice

USG.5.6 Identify when it is constitutional for governments to limit the rights of individuals.

Example: Times of civil unrest or emergency

USG.5.7 Explain and give examples of important citizen actions that monitor and influence local, state and national government as individuals and members of interest groups.

Example: Voting, lobbying, editorial writing and protests

USG.5.8 Explain how citizens in the United States participate in public elections as voters and supporters of candidates for public office.

USG.5.9 Describe opportunities available to individuals to contribute to the well-being of their communities and participate responsibly in the political process at local, state and national levels of government.

USG.5.10 Analyze and evaluate decisions about civil rights and liberties of individuals in landmark cases of the United States Supreme Court.

Example: *Whitney v. California* (1927), *Stromberg v. California* (1931), *Near v. Minnesota* (1931), *Mapp v. Ohio* (1961), *Brandenburg v. Ohio* (1969), *Wisconsin v. Yoder* (1972), *Roe v. Wade* (1973), *Texas v. Johnson* (1989) and *Reno v. American Civil Liberties Union* (1997)

USG.5.11 Give examples of the role that individual citizens can play in world affairs.

Example: Join international aid organizations such as the Peace Corps or Habitat for Humanity, write letters to state and federal legislators, write letters to the editor, and participate in public demonstrations.

USG.5.12 Use information from a variety of resources to describe and discuss American political issues such as environmental issues, women's rights and affirmative action.

United States History

This two-semester course builds upon concepts developed in previous studies of American history and emphasizes national development from the late nineteenth century into the twenty-first century. After a brief review of the early development of the nation, students study the key events, people, groups and movements in the late nineteenth, the twentieth and early twenty-first centuries as they relate to life in Indiana and the United States.

At the high school level, Indiana's academic standards for social studies provide standards for specific courses that focus on one of the five content areas that make up the core of the high school social studies curriculum: history; government; geography; economics; and individuals, society and culture (psychology, sociology and anthropology). One content area is the major focus of the course while the other areas support or become completely integrated into the subject. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.

Standard 1 — Early National Development: 1775 to 1877

Students will review and summarize key ideas, events, and developments from the Founding Era through the Civil War and Reconstruction, 1775 to 1877.

Standard 2 — Development of the Industrial United States: 1870 to 1900

Students will examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900.

Standard 3 — Emergence of the Modern United States: 1897 to 1920

Students will examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920.

Standard 4 — The Modern United States in Prosperity and Depression: 1920s and 1930s

Students will examine the political, economic, social and cultural development of the United States during the period from 1920 to 1939.

Standard 5 — The United States and World War II: 1939 to 1945

Students will examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences of the war on United States involvement in world affairs.

Standard 6 — Postwar United States: 1945 to 1960

Students will examine the political, economic, social and cultural development of the United States during the period from 1945 to 1960.

Standard 7 — The United States in Troubled Times: 1960 to 1980

Students will examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980.

Standard 8 — The Contemporary United States: 1980 to the Present

Students will examine the political, economic, social and cultural development of the United States during the period from 1980 to the present.

Standard 9 — Historical Thinking

Students will conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.

Standard 1**Early National Development: 1775 to 1877**

Students will review and summarize key ideas, events, and developments from the Founding Era through the Civil War and Reconstruction from 1775 to 1877.

- USH.1.1 Read key documents from the Founding Era and explain major ideas about government, individual rights and the general welfare embedded in these documents.

Example: Northwest Ordinance (1787), United States Constitution (1787), Federalist Papers 10 and 51 (1787–1788), Bill of Rights (1791), Washington’s Farewell Address (1796), The Alien and Sedition Acts (1798), Jefferson’s First Inaugural Address (1801), *Marbury v. Madison* (1803) and *McCulloch v. Maryland* (1819)

- USH.1.2 Explain major themes in the early history of the United States.

Example: Federalism, sectionalism and nationalism; expansion; states’ rights; and the political and economic difficulties encountered by Americans and Native American Indians such as slavery; and liberty versus order

- USH.1.3 Describe controversies pertaining to slavery, abolitionism, *Dred Scott v. Sanford* (1856) and social reform movements.

Example: Temperance movement and women’s movement

- USH. 1.4 Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time.

Example: The election of Abraham Lincoln; succession; the Emancipation Proclamation; 13th, 14th and 15th Amendments; formation of the Ku Klux Klan; election of 1876; Civil Rights Cases (1883); and Jim Crow Laws

Standard 2

Development of the Industrial United States: 1870 to 1900

Students will examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900.

- USH.2.1 Describe economic developments that transformed the United States into a major industrial power and identify the factors necessary for industrialization.

Example: Growth of the railroads, major inventions and the development of big business, such as the oil and steel industry by John D. Rockefeller and Andrew Carnegie

- USH.2.2 Identify key ideas, movements and inventions and explain their impact on rural communities and urban communities in the United States.

Example: Growth of political machine politics (Boss Tweed), Populism (William Jennings Bryan), Grange Movement (Oliver Kelley), agricultural innovations (George Washington Carver, John Deere and Joseph F. Glidden), refrigerated box car (Andrew Chase), the elevator (Elisha Otis), the telephone (Alexander Graham Bell) and the contributions of Thomas Edison

- USH.2.3 Identify the contributions of individuals and groups and explain developments associated with industrialization and immigration.

Example: Jane Addams (Hull House); Jacob Riis (child labor); immigrant groups that provided cheap labor in the railroad, coal, steel and agriculture industries; Chinese Exclusionary Act (1882); and *United States v. Wong Kim Ark* (1898)

- USH.2.4 Describe the growth of unions and the labor movement and identify important labor leaders associated with these movements.

Example: Homestead Strike (1892), Pullman Strike (1894), Haymarket Riots (1886), American Federation of Labor, Samuel Gompers, Eugene Debs and Terence Powderly

- USH.2.5 Compare and contrast government attempts to regulate business and industry.

Example: Pendleton Act (1883), Interstate and Commerce Act (1887) and Sherman Anti-Trust Act (1890)

- USH.2.6 Describe the federal government’s policy regarding migration of settlers and the removal of Native American Indians to western territories.

Example: The Homestead Act (1892) and the Dawes Act (1887)

- USH.2.7 Describe and analyze the lasting effect of “separate but equal” established by the U.S. Supreme Court in *Plessey v. Ferguson* (1896).

Standard 3

Emergence of the Modern United States: 1897 to 1920

Students will examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920.

- USH.3.1 Identify the events and people central to the transformation of the United States into a world power.

Example: Events: Spanish-American War (1898), Annexation of Hawaii (1898), Open Door Policy (1899), building the Panama Canal (1903-1914) and World War I (1914-1918); People: William McKinley, John Hay, William Randolph Hearst, Theodore Roosevelt, Woodrow Wilson, Alfred Thayer Mahan and John J. Pershing

- USH.3.2 Explain how “The Roosevelt Corollary” (1904) modified the Monroe Doctrine (1823) justifying a new direction in United States foreign policy.

- USH.3.3 Compare President Woodrow Wilson’s “Fourteen Points” address to the views of British leader David Lloyd George and French leader Georges Clemenceau regarding a treaty to end World War I.

- USH.3.4 Summarize the Versailles Treaty, the formation and purpose of League of Nations and the interrelationship between the two.

- USH.3.5 Identify and compare the reforms of Theodore Roosevelt, William Howard Taft and Woodrow Wilson.

Example: Reforms brought about by the “Square Deal,” “New Nationalism” and “New Freedom”

- USH.3.6 Identify the contributions to American culture made by individuals and groups.

Example: Frederick Law Olmsted (landscape architect – Central Park), Frances Willard (educator, women’s suffrage movement), Booker T. Washington (African-American educator, Tuskegee Institute), W.E.B. DuBois (early civil rights activist), Muckrakers (journalists such as Lincoln Steffens, Jacob Riis and Upton Sinclair), Women’s Christian Temperance Union (WCTU) and the National Association for the Advancement of Colored People (NAACP)

- USH.3.7 Explain the impact of immigration, industrialization and urbanization in promoting economic growth.
- USH.3.8 Describe the Progressive movement and its impact on political, economic and social reform.

Example: Initiative, referendum and recall; direct election of senators (17th Amendment); women's suffrage (19th Amendment); workplace protection for women and children; expansion of public education; prohibition (18th Amendment); city manager and city commission forms of government; and conservation movement.

- USH.3.9 Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: *Northern Securities Company v. United States* (1904), *Muller v. Oregon* (1908), *Schenck v. United States* (1919) and *Abrams v. United States* (1919).

Standard 4

Modern United States Prosperity and Depression: 1920s and 1930s

Students will examine the political, economic, social and cultural development of the United States during the period from 1920 to 1939.

- USH.4.1 Give examples of support shifting to big business during the postwar period between World War I and the Great Depression.

Example: Policies of Warren G. Harding, Calvin Coolidge and Herbert Hoover

- USH.4.2 Describe the development of popular culture.

Example: Langston Hughes, F. Scott Fitzgerald, Jazz Age, Harlem Renaissance, radio, phonographs, motion pictures and federal funding of the arts

- USH.4.3 Explain how America reacted to a changing society by examining issues associated with the Red Scare, Prohibition, the Scopes Trial, the changing role of women and African-Americans, the Ku Klux Klan, the Palmer Raids, the National Origins Act, and restrictions on immigration.

- USH.4.4 Describe the stock market crash of 1929 and the impact it had on politics, economics and America's standard of living.

Example: Breadlines and Hoovervilles, Smoot-Hawley Tariff, *Near v. Minnesota* (1931), Bonus Army Marches (1932), founding of the Congress of Industrial Organization (CIO), New Deal policies and programs (1933-1938), Wagner Act (1935), Court Packing Controversy (1937), the Dust Bowl, and *West Coast Hotel v. Parrish* (1937)

- USH.4.5 Identify and describe the contributions of political and social reformers during the Great Depression.

Example: Herbert Hoover, Franklin and Eleanor Roosevelt, Senator Huey Long, Dorothea Lange, and Mary McLeod Bethune

- USH.4.6 Describe New Deal legislation and its effect on government expansion and compare and contrast their views of New Deal proponents and opponents.

- USH.4.7 Describe technological developments during the 1920s and their impact on rural and urban America.

Example: The introduction of the automobile, Henry Ford's assembly line production, mechanization of agriculture, introduction of modern conveniences, increased urbanization and growing economic difficulties

- USH.4.8 Describe the cause and effect of American isolationism during the 1930s.

Example: American preoccupation with economic conditions in the U.S., the military actions of Mussolini and Hitler, and the Neutrality Acts (1935-1937)

Standard 5

The United States and World War II: 1939 to 1945

Students will examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences for United States involvement in world affairs.

- USH.5.1 Compare and contrast President Franklin D. Roosevelt's world view with that of Germany's Adolf Hitler.

Example: Roosevelt's 1941 State of the Union Message to Congress ("The Four Freedoms"), Declaration of War (December 11, 1941), the Atlantic Charter (1941) and Hitler's May Day Speech (May 1, 1937)

- USH.5.2 Identify and describe key events that resulted in the United States entry into World War II.

Example: The rise of totalitarian nations, cash-and-carry policy, Lend-Lease Act (1941) and the Japanese bombing of Pearl Harbor (December 7, 1941)

- USH.5.3 Identify and describe key leaders and events during World War II.

Example: Leaders: Franklin D. Roosevelt and Harry Truman, British Prime Minister Winston Churchill, Russia's Joseph Stalin, Germany's Adolf Hitler, Italy's Benito Mussolini, Japan's Tojo Hideki, and Generals Douglas MacArthur and Dwight Eisenhower; Events: Battle of Midway, Stalingrad, D-Day (Invasion

of Normandy), Yalta Conference, Potsdam Conference, and dropping of Atomic bombs on Hiroshima and Nagasaki

- USH.5.4 Describe Hitler's "final solution" policy and identify the Allied responses to the Holocaust.
- USH.5.5 Explain the significance of the Supreme Court cases *Korematsu v. United States* (1944) and *Hirabayashi v. United States* (1943), dealing with individual rights and national security during World War II.
- USH.5.6 Identify and describe the impact of World War II on American culture and economic life.

Example: Changes in the workforce, African-Americans in the military, rationing, mobilization of resources, use of media and communications, services available to returning veterans, sacrifice of lives and the effect on families, the G.I. Bill, and technological improvements in agriculture and industry

Standard 6

Postwar United States: 1945 to 1960

Students will examine the political, economic, social and cultural development of the United States during the period from 1945 to 1960.

- USH.6.1 Describe the domino theory and its relationship to the principle of containment. Identify key events and individuals as well as their connections to post World War II tensions (Cold War).

Example: Events: Truman Doctrine (March 12, 1947), the Marshall Plan (1947), North American Treaty Alliance (NATO, 1949), Korean War (1951–1953), Immigration and Naturalization Act (1952), Taft-Hartley Act, and Supreme Court cases *Dennis v. United States* (1951) and *Yates v. United States* (1957); People: Harry Truman, Senator Joseph McCarthy, Dwight Eisenhower, Secretary of State John Foster Dulles, and Douglas MacArthur

- USH.6.2 Summarize the early struggle for civil rights and identify events and people associated with this struggle.

Example: Executive Order 9981, Jackie Robinson and the desegregation of professional baseball (1947), Thurgood Marshall, Rosa Parks and the Montgomery Bus Boycott (1955-1956), the Civil Rights Act (1957), and the Little Rock school crisis (1957-1958)

- USH.6.3 Describe the constitutional significance and lasting effects of the United States Supreme Court case *Brown v. Board of Education*.

- USH.6.4 Summarize the economic and social changes in American life brought about by converting a wartime economy to a peace-time economy.

Example: Growth of suburbia, the baby boom generation, opportunities for African-Americans and women, and the influence of popular culture

Standard 7

The United States in Troubled Times: 1960 to 1980

Students will examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980.

- USH.7.1 Explain the civil rights movement of the 1960s and 1970s by describing the ideas and actions of federal and state leaders, grassroots movements, and central organizations that were active in the movement.

Example: People: John F. Kennedy; Robert Kennedy; Lyndon B. Johnson; Reverend Martin Luther King, Jr.; Malcolm X; Stokely Carmichael; George Wallace; Earl Warren; Organizations: National Association for the Advancement of Colored People (NAACP); Southern Christian Leadership Conference (SCLC); Congress of Racial Equality (CORE); Student Non-Violent Coordinating Committee (SNCC); the American Indian Movement (AIM); Events: March on Washington (1963); Medgar Evers and University of Mississippi desegregation (1962); Civil Rights protests in Birmingham and Selma, Alabama (1963 and 1965)

- USH.7.2 Read Reverend Martin Luther King, Jr.'s "I Have a Dream" speech (1963) and "Letter from Birmingham Jail" (1963) and summarize the main ideas in each.

- USH.7.3 Identify and describe federal programs, policies and legal rulings designed to improve the lives of Americans during the 1960s.

Example: "War on Poverty," the "Great Society," Volunteers In Service to America (VISTA), Civil Rights Act of 1964, Voting Act of 1965, school desegregation, *Heart of Atlanta Motel v. United States* (1964) and *Miranda v. Arizona* (1966)

- USH.7.4 Identify the problems confronting women, immigrants and Native American Indians during this period of economic and social change and describe the solutions to these problems.

Example: Discrimination in education and the work place, Cesar Chavez' formation of the United Farm Workers, *Roe v. Wade* (1973), affirmative action, Self-Determination and Educational Assistance Act (1975), Equal Opportunity Acts (beginning in 1963), and Immigration Reform Act of 1965

- USH.7.5 Identify and describe United States foreign policy issues during the 1960s and 1970s.

Example: Vietnam War, Pentagon Papers (*New York Times v. United States*, 1971), U.S. relationship with newly independent African nations, Middle Eastern relations and relations with China

- USH.7.6 Explain and analyze changing relations between the United States and the Soviet Union from 1960 to 1980 as demonstrated by the Cuban Missile Crisis, the crisis in Berlin, the U-2 incident, the space race and the SALT agreements.
- USH.7.7 Describe United States' involvement in Vietnam and reactions by Americans to this involvement.
- USH.7.8 Identify causes and the effects of Richard Nixon's decision to resign the Presidency and explain the constitutional significance of the Watergate Scandal and the United States Supreme Court case *United States v. Nixon*.

Standard 8

The Contemporary United States: 1980 to the Present

Students will examine the political, economic, social and cultural development of the United States during the period from 1980 to the present.

- USH.8.1 Describe United States domestic issues and identify trends that occur from 1980 to the present.

Example: Air traffic controllers strike (1981), Equal Access Act (1984), Gramm-Rudman-Hollings Act (1985), Iran-Contra Scandal (1986), impeachment of President William Jefferson Clinton (1998–1999), presidential election of 2000, and the attacks of and reaction to September 11, 2001

- USH.8.2 Identify and describe important United States foreign policy issues, the people involved and the impact on the country.

Example: Hostage crises in the Middle East; the end of the Cold War and Ronald Reagan; the Gulf War and George H.W. Bush; the armed conflicts in Afghanistan and Iraq and George W. Bush, Saddam Hussein and Osama bin Laden; and nuclear and biological proliferation throughout the world

- USH.8.3 Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: *Westside Community School District v. Mergens* (1990), *Reno v. American Civil Liberties Union* (1997), *Mitchell v. Helms* (2000) and *Bush v. Gore* (2000).

- USH.8.4 Describe developing trends in science and technology and explain how they impact the lives of Americans today.

Example: NASA and space programs; identification of human, animal and plant DNA; Internet I and II and the World Wide Web; global climate change; and U.S. energy policy

- USH.8.5 Describe social, economic and political issues and how they impact individuals and organizations.

Example: Immigration, affirmative action and the rights of minorities and women, Social Security and changing demographics, wage earnings and income disparity, and government entitlements such as food stamps and Medicare

- USH.8.6 Analyze the impact of globalization on U.S. economic, political and foreign policy.

Example: Integration of financial markets, terrorism and dependence on foreign oil

Standard 9

Historical Thinking

Students will conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.

- USH.9.1 Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.

Example: Using maps, databases and graphic organizers, such as flow charts, concept webs and Venn diagrams, identify and describe patterns of change regarding the relationship of the United States and Soviet Union leading up to and during the Cold War.

- USH.9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past.

Example: Use electronic and print sources – such as autobiographies, diaries, maps, photographs, letters, newspapers and government documents – to compare accounts and perspectives related to America’s involvement in the Vietnam conflict.

- USH.9.3 Investigate and interpret multiple causation in historical actions and analyze cause-and-effect relationships.

Example: The bombing of Pearl Harbor, the Stock Market Crash and Great Depression, and U.S. involvement in Afghanistan

- USH.9.4 Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.

Example: The Scopes Trial, the Red Scare, Japanese internment during World War II, Watergate hearings and the actions of President Nixon, and U.S. involvement in Iran and Iraq

USH.9.5 Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events.

Example: Use digital archives to research and make presentations about the women's movement, the 2000 Presidential election or current immigration issues.

USH.9.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.

Example: Herbert Hoover and the Great Depression, Japanese internment, the decision to drop the atomic bomb on Hiroshima, and the impeachment of President William Jefferson Clinton

World Geography

Students evaluate and use maps, globes, graphs and information technology to study global patterns of physical features and cultural characteristics. They are expected to apply knowledge of geographic concepts to investigate the interaction among physical and human systems, the environment, and society. Standards are organized around five geographic themes: the world in spatial terms, places and regions, physical systems, human systems, and environment and society.

At the high school level, Indiana's academic standards for social studies provide standards for specific courses that focus on one of the five content areas that make up the core of the high school social studies curriculum: history; government; geography; economics; and individuals, society and culture (psychology, sociology and anthropology). One of these content areas is the major focus of the course while the other areas play supporting roles or become completely integrated into the subject matter. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.

Standard 1 — The World in Spatial Terms

Students will acquire a framework for examining the world in spatial terms. They will use and evaluate maps, globes, atlases and grid-referenced technologies, such as remote sensing, Geographic Information Systems (GIS) and Global Positioning Systems (GPS), to acquire, evaluate, analyze and report information about people, places and environments on Earth's surface.

Standard 2 — Places and Regions

Students will acquire a framework for thinking geographically about places and regions. They will identify the physical and human characteristics of places and regions. They will understand that people create regions to interpret Earth's complexity, and how culture and experience influence people's perception of places and regions.

Standard 3 — Physical Systems

Students will acquire a framework for thinking geographically about Earth's physical systems. They will explain the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems on Earth's surface.

Standard 4 — Human Systems

Students will acquire a framework for thinking geographically about human activities that shape Earth's surface. They will examine the characteristics, distribution and migration of human populations on Earth's surface; investigate the characteristics, distribution and complexity of Earth's cultural mosaics; analyze the patterns and networks of economic interdependence on Earth's surface; examine the processes, patterns and functions of human settlement; and consider how the forces of cooperation and conflict among people influence the division and control of Earth's surface.

Standard 5 — Environment and Society

Students will acquire a framework for thinking geographically about the environment and society. They will analyze ways in which humans affect and are affected by their physical environment and the changes that occur in the meaning, distribution and importance of resources.

Standard 1

The World in Spatial Terms

Students will acquire a framework for examining the world in spatial terms. They will use and evaluate maps, globes, atlases and grid-referenced technologies, such as remote sensing, Geographic Information Systems (GIS) and Global Positioning Systems (GPS), to acquire, evaluate, analyze and report information about people, places and environments on Earth's surface.

- WG.1.1 Explain Earth's grid system and locate places using degrees of latitude and longitude. Use Earth's grid to examine important human issues, such as where particular crops can be grown and what animals can be domesticated in particular areas.
- WG.1.2 Demonstrate that, as an attempt to represent the round Earth on flat paper, all maps distort. Be able to evaluate distortions associated with any given projection.
- WG.1.3 Evaluate the source of particular maps to determine possible biases contained in them.
- WG.1.4 Create and compare mental maps or personal perceptions of places. Explain how experiences and culture influence these perceptions and identify ways in which mental maps influence decisions.
- WG.1.5 Use locational technology such as remote sensing, Global Positioning Systems (GPS)* and Geographic Information Systems (GIS)*, to establish spatial relationships.
- Example:** Use GIS to examine the spatial relationship between pollution and infant mortality.
- WG.1.6 Evaluate the applications of geographic tools (locational technologies) and supporting technologies to serve particular purposes.
- Example:** Assess the role played by maps in the exploration of Polar Regions.
- WG.1.7 Ask geographic questions* and obtain answers from a variety of sources, such as books, atlases and other written materials; statistical source material; fieldwork and interviews; remote sensing; and GIS. Reach conclusions and give oral, written, graphic and cartographic expression to conclusions.

* Global Positioning Systems (GPS): systems of satellites and ground stations used to locate precise points on the surface of Earth

- * Geographic Information Systems (GIS): information technology systems used to store, analyze, manipulate and display a wide range of geographic information
- * geographic question: a question that asks Where? and Why there?

Standard 2

Places and Regions*

Students will acquire a framework for thinking geographically about places and regions. They will identify the physical and human characteristics of places and regions. They will understand that people create regions to interpret Earth's complexity, and how culture and experience influence people's perception of places and regions.

- WG.2.1 Name and locate the world's continents, major bodies of water, major mountain ranges, major river systems, all countries and major cities.
- WG.2.2 Give examples of how and why places and regions change or do not change over time.
- Example:** Changing settlement patterns in the American Southwest, the impact of technology on the growth of agricultural areas, and the changing location of manufacturing areas
- WG.2.3 Give examples and analyze ways in which people's changing views of places and regions reflect cultural changes.
- Example:** The migration from urban cores to suburbs and the subsequent revitalization of these urban cores
- WG.2.4 Explain how the concept of "region" is used as a way of categorizing, interpreting and ordering complex information about Earth.
- WG.2.5 Give examples of how people create regions to understand Earth's complexity.
- Example:** "Midwest," "Middle East" and "Kentuckiana"
- * regions: areas that have common characteristics. Some regions have finite or absolute boundaries, such as political units like a country, state or school district. Some regions have blurred boundaries, such as crop or climate regions or a region based on primary language. Regions also can be entirely perceptual. An example is the "Midwest," where boundaries vary widely according to people's perceptions.

Standard 3

Physical Systems

Students will acquire a framework for thinking geographically about Earth's physical systems. They will explain the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems on Earth's surface.

- WG.3.1 Define Earth's physical systems: atmosphere*, lithosphere*, biosphere* or hydrosphere*. Categorize the elements of the natural environment as belonging to one of the four components.
- WG.3.2 Identify and account for the distribution pattern of the world's climates, taking into account the Earth/Sun relationship, ocean currents, prevailing winds, and latitude and longitude.
- WG.3.3 Describe the world patterns of natural vegetation and biodiversity and their relations to world climate patterns.

Example: Rainforests, savannahs and tundra

- WG.3.4 Explain and give examples of the physical processes that shape Earth's surface that result in existing landforms and identify specific places where these processes occur.

Example: Plate tectonics, mountain building, erosion and deposition

- WG.3.5 Illustrate and graph with precision the occurrence of earthquakes on Earth over a given period of time (at least several months) and draw conclusions concerning regions of tectonic instability.

- * atmosphere: the gases and other materials that surround Earth and are held close by gravity
- * lithosphere: the uppermost portion of the solid Earth, including soil, land and geologic formations
- * biosphere: the realm of Earth which includes all plant and animal life forms
- * hydrosphere: the water realm of Earth which includes water contained in the oceans, lakes, rivers, ground, glaciers and water vapor in the atmosphere

Standard 4

Human Systems

Students will acquire a framework for thinking geographically about human activities that shape Earth's surface. They will examine the characteristics, distribution and migration of human populations on Earth's surface; investigate the characteristics, distribution and complexity of Earth's cultural mosaics; analyze the patterns and networks of economic interdependence on Earth's surface; examine the processes, patterns and functions of human settlement; and consider how the forces of cooperation and conflict among people influence the division and control of Earth's surface.

Characteristics, Distribution and Migration of Human Populations

- WG.4.1 Using maps, establish world patterns of population distribution, density and growth. Relate population growth rates to health statistics, food supply or measure of well-being. Explain that population patterns differ not only among countries but also among regions within a single country.

- WG.4.2 Develop maps of human migration and settlement patterns at different times in history and compare them to the present.
- WG.4.3 Hypothesize about the impact of push factors* and pull factors* on human migration in selected regions and about changes in these factors over time.
- WG.4.4 Evaluate the impact of human migration on physical and human systems.
- Example:** Latino migration into the United States and Arab migration into Western Europe
- WG.4.5 Assess the consequences of population growth or decline in various parts of the United States and determine whether the local community is shrinking or growing.
- * push factors: the social, political, economic and environmental forces that drive people from their previous location to search for new ones.
 - * pull factors: the social, political, economic and environmental attractions that draw people to a new location.

Characteristics, Distribution and Complexity of Cultural Mosaics

- WG.4.6 Map the distribution patterns of the world's major religions and identify cultural features associated with each.
- Example:** Buddhist and Hindu temples, Christian cathedrals and chapels, Islamic mosques and Jewish synagogues
- WG.4.7 Map the distribution pattern of the world's major languages. Map and explain the concept of a lingua franca* in various parts of the world.
- Example:** English, Chinese, Spanish, French and Arabic languages; English as the language of business
- WG.4.8 Explain how changes in communication and transportation technology contribute to the spread of ideas and to cultural convergence* and divergence*.
- * lingua franca: a widely-used second language; a language of trade and communication
 - * convergence: the process by which cultures become more alike
 - * divergence: the process by which cultures become less alike

Economic Interdependence (Globalization)

- WG.4.9 Identify patterns of economic activity in terms of primary (growing or extracting), secondary (manufacturing) and tertiary (distributing and services) activities. Plot data and draw conclusions about how the percentage of the working population in each of these categories varies by country and changes over time.

- WG.4.10 Describe and locate on maps the worldwide occurrence of the three major economic systems – traditional, planned and market – and describe the characteristics of each.
- WG.4.11 Compare the levels of economic development of countries of the world in terms of Gross Domestic Product per capita and key demographic and social indicators. Map and summarize the results.
- WG.4.12 Explain the term *infrastructure** and analyze its relationship to a country's level of development.
- WG.4.13 Identify contemporary spatial patterns in the movement of goods and services throughout the world.
- WG.4.14 Describe and illustrate the economic interdependence of countries and regions.
- Example:** Use a flow chart and maps to show the movement of oil from producers to consumers.
- WG.4.15 Assess the growing worldwide impact of tourism and recreation and explain the economic, social and political effects of these activities.

* infrastructure: the basic facilities and services, such as communication and transportation systems, schools and utilities, needed for the functioning of a society or community

Human Settlement

- WG.4.16 Describe and explain the worldwide trend toward urbanization and be able to graph the trend.
- WG.4.17 Explain how the internal structures of cities varies in different regions of the world and give examples.
- Example:** In France, the poor live in suburbs; in the United States, the poor live in the inner city.
- WG.4.18 Analyze the changing functions of cities over time.
- Example:** Uses of cities as transportation centers, centers of commerce, and centers of administration and government

Cooperation and Conflict

- WG.4.19 Identify specific situations where human or cultural factors are involved in geographic conflict and identify different viewpoints in the conflict. Create scenarios under which these cultural factors would no longer trigger conflict.

Example: Israeli and Palestinian conflict, and Sunnis and Shiites

- WG.4.20 Identify international organizations of global power and influence (North Atlantic Treaty Organization/ NATO, the United Nations, the European Union, Association of Southeast Asian Nations/ASEAN) and report on the impact of each.

Standard 5

Environment and Society

Students will acquire a framework for thinking geographically about the environment and society. They will analyze ways in which humans affect and are affected by their physical environment and the changes that occur in the meaning, distribution and importance of resources.

- WG.5.1 Identify and describe the effect of human interaction on the world's environment.
- Example:** Atmospheric and surface pollution, global warming, deforestation, desertification, salinization, over-fishing, urban sprawl, and species extinction
- WG.5.2 Identify solutions to problems caused by environmental changes brought on by human activity.
- WG.5.3 Map the occurrence and describe the effects of natural hazards throughout the world and explain ways to cope with them.
- Example:** Earthquakes, volcanic eruptions, tornadoes, flooding, hurricanes and cyclones, and lightning-triggered fires
- WG.5.4 Analyze the possible effect of a natural disaster on the local community and devise plans to cope with a disaster so as to minimize or mitigate its effects.
- WG.5.5 Describe how and why the ability of people to use Earth's resources to feed themselves has changed over time.
- Example:** Advances in technology such as irrigation, hybridization and crop rotation
- WG.5.6 Identify patterns of world resource distribution and utilization, and explain the consequences of the use of renewable and nonrenewable resources.
- Example:** Nonrenewable resources such as the distribution of fossil fuels, natural gas and oil; renewable sources such as timberland, water and fish; and the relationship to scarcity
- WG.5.7 Identify examples from different world regions, involving the use and management of resources. Explain how different points of view influence policies relating to the use of these resources.

WG.5.8 Create basic policies designed to guide the use and management of Earth's resources and that reflect multiple points of view.

World History and Civilization

This two-semester course emphasizes key events and developments in the past that influenced peoples and places in subsequent eras. Students are expected to practice skills and processes of historical thinking and historical research. They examine the key concepts of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present.

At the high school level, Indiana's academic standards for social studies provide standards for specific courses that focus on one of the five content areas that make up the core of the high school social studies curriculum: history; government; geography; economics; individuals, society and culture (psychology, sociology and anthropology). One of these content areas may be the major focus of the course while the other areas play supporting roles or become completely integrated into the subject matter. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.

Standard 1 — Beginnings of Human Society and the Development of Cultural Hearths

Students will examine the lives of people during the beginnings of human society.

Standard 2 — Ancient Civilizations: 4000 B.C./B.C.E. to 500 A.D./C.E.

Students will examine the characteristics of ancient civilizations, including those of North Africa, Southwest Asia, South Asia and East Asia from 4000 B.C./B.C.E. to 500 A.D./C.E.

Standard 3 — Civilizations and Empires in Asia, Africa and the Americas: 1000 B.C./B.C.E. to 1500 A.D./C.E.

Students will trace the development of major civilizations and empires in different regions of Asia, Africa and the Americas from 1000 B.C./B.C.E. to 1500 A.D./C.E.

Standard 4 — Medieval Europe and the Rise and Development of Western Civilization: 500 to 1650

Students will examine the political, economic, social and cultural development of Europe, which influenced the rise of Western Civilization, particularly the Renaissance and Reformation from 500 to 1650.

Standard 5 — Worldwide Exploration, Conquest and Colonization: 1450 to 1750

Students will examine the causes, events and consequences of worldwide exploration, conquest and colonization from 1450 to 1750.

Standard 6 — Scientific, Political, Cultural and Industrial Revolutions: 1500 to 1900

Students will examine the causes, events and global consequences of the scientific, political, cultural and industrial revolutions that originated in Western Europe and profoundly influenced the world from 1500 to 1900.

Standard 7 — Global Imperialism: 1500 to the Present

Students will examine the origins, major events and consequences of worldwide imperialism from 1500 to the present.

Standard 8 — An Era of Global Conflicts, Challenges, Controversies and Changes: 1900 to the Present

Students will analyze and explain trends and events of global significance, such as world wars and international controversies and challenges, and cross-cultural changes that have connected once-separated regions into an incipient global community.

Standard 9 — Historical Thinking

Students will conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.

Standard 1**Beginnings of Human Society and the Development of Cultural Hearths**

Students will examine the lives of people during the beginnings of human society.

- WH.1.1 Trace the approximate chronology and territorial range of early human communities, and analyze the processes that led to their development.
- WH.1.2 Describe types of evidence and methods of investigation by which scholars have reconstructed the early history of domestication, agricultural settlement and cultural development.
- WH.1.3 Describe social, cultural and economic characteristics of large agricultural settlements on the basis of evidence gathered by archaeologists.

Standard 2**Ancient Civilizations: 4000 B.C./B.C.E. to 500 A.D./C.E.**

Students will examine the characteristics of early civilizations, including those of North Africa, Southwest Asia, South Asia and East Asia from 4000 B.C./B.C.E. to 500 A.D./C.E.

Early Development of Western and Non-Western Civilizations

- WH.2.1 Define civilization* and identify the key differences between civilizations and other forms of social organization.
- WH.2.2 Compare causes and conditions by which civilizations developed in North Africa, Southwest Asia, South Asia and East Asia, and explain why the emergence of these civilizations was a decisive transformation in human history.

Example: The river valley civilizations of Mesopotamia, Egypt and the Indus River; Eastern civilizations of the Shang and Zhou dynasties; and the Kush kingdom of northeast Africa

- WH.2.3 Differentiate hierarchies in the social structures of early civilized peoples and explain the influence of religious belief systems upon ancient governmental systems.
- WH.2.4 Explain relationships in early civilizations between the development of state authority and the growth of aristocratic power, taxation systems and institutions of coerced labor, including slavery.

Greek Civilization

- WH.2.5 Identify and explain the significance of achievements of Greeks in mathematics, science, philosophy, architecture and the arts and their impact on various peoples and places in subsequent periods of world history.
- WH.2.6 Analyze the major events of the wars between the Persians and the Greeks, reasons why the Persians failed to conquer the Greeks, and consequences of the wars for Greek civilization.
- WH.2.7 Compare and contrast the daily life, social hierarchy, culture and institutions of Athens and Sparta; describe the rivalry between Athens and Sparta; and explain the causes and consequences of the Peloponnesian War.
- WH.2.8 Describe the role of Alexander the Great in the spread of Hellenism in Southwest and South Asia, North Africa; and parts of Europe.

Roman Civilization

- WH.2.9 Describe Roman Republican government and society and trace the changes that culminated in the end of the Republic and the beginning of the Roman Empire.
- WH.2.10 Describe Roman achievement in law and technology and explain their impact on various peoples and places in subsequent periods of world history.
- WH.2.11 Explain the origins of Christianity, including the lives and teachings of Jesus and Paul, and the relationships of early Christians with officials of the Roman Empire.
- WH.2.12 Analyze the causes, conditions and consequences of the spread of Christianity throughout the Roman Empire, including the policies of Emperor Constantine the Great.
- WH.2.13 Explain the causes, conditions and consequences of the decline and fall of the western part of the Roman Empire.

* civilization: a complex culture in which large numbers of people share a number of common elements such as social structure, religion and art

Standard 3**Major Civilizations and Empires in Asia, Africa and the Americas: 1000 B.C./B.C.E. to 1500 A.D./C.E.**

Students will trace the development of major civilizations and empires in different regions of Asia, Africa and the Americas from 1000 B.C./B.C.E. to 1500 A.D./C.E.

Asia

- WH.3.1 Trace the development and major achievements of civilization in India with particular emphasis on the rise and fall of the Maurya Empire, the “golden period” of the Gupta Empire, and the reign of Emperor Ashoka.
- WH.3.2 Examine, interpret and compare the main ideas of Hinduism and Buddhism and explain their influence on civilization in India.
- WH.3.3 Explain how Buddhism spread and influenced peoples and their cultures throughout South Asia, Central Asia and East Asia.
- WH.3.4 Trace the development and major achievements of Chinese and East Asian civilizations during various key dynasties, such as the Shang, Zhou, Qin, Han, Tang and Song.
- WH.3.5 Describe the life of Confucius, compare and contrast the fundamental teachings of Confucianism and Daoism (Taoism), and explain the influence of these ideas on Chinese and East Asian civilizations.
- WH.3.6 Describe the origins and development of Japanese society and the imperial state in Japan.
- WH.3.7 Describe the life of Muhammad, fundamental teachings of Islam, and connections of Islam to Judaism and Christianity.
- WH.3.8 Trace the extent and consequences of Islam’s spread in Asia, the Mediterranean region and southern Europe.
- WH.3.9 Explain how the community of Muslims became divided into Sunnis and Shiites and the long-term consequences of this division.
- WH.3.10 Describe and explain the rise and expansion of the Mongol empire and its consequences for Eurasian peoples, including the achievements of the great Khan in the context of Mongol society and his impact on history.

Africa

- WH.3.11 Analyze and explain the rise and fall of the ancient Eastern and Southern African kingdoms of Kush and Axum, Abyssinia, and Zimbabwe.

- WH.3.12 Describe the rise and fall of the ancient kingdom of Ghana and explain how it became Africa's first large empire.
- WH.3.13 Explain the rise, development and decline of Mali and Songhai.
- WH.3.14 Analyze and explain the origins and development of the slave trade in Africa and its connections to Arabic peoples of North Africa and Southwest Asia and to Western European peoples.

The Americas

- WH.3.15 Identify the origins and explain the importance of farming in the development of pre-Columbian societies and civilizations in various regions of the Americas.
- WH.3.16 Compare and contrast the Maya, Aztec and Inca civilizations in terms of their arts, religion, sciences, economy, social hierarchy, government, armed forces and imperial expansion.

Standard 4 — Medieval Europe to the Rise and Development of Western Civilization: 500 to 1650

Students will examine the political, economic, social and cultural development of Europe, which influenced the rise of Western Civilization, particularly the Renaissance and Reformation from 500 to 1650.

- WH.4.1 Describe the impact of Christian monasteries and convents on Europe, and explain how Christianity and classical Greco-Roman civilization influenced Europe after the collapse of the Roman Empire.
- WH.4.2 Describe the impact on Western Europe of the collapse of the Roman Empire.
- WH.4.3 Describe the rise and achievements of Charlemagne and the Empire of the Franks.
- WH.4.4 Explain how the idea of Christendom influenced the development of cultural unity in Europe.
- WH.4.5 Describe how technological improvements in agriculture, the growth of towns, the creation of guilds, and the development of banking during the Middle Ages, as well as the institutions of feudalism and the manorial system influenced European civilization.
- WH.4.6 Analyze and compare the success of the Roman and Orthodox churches in spreading the Christian religion and civilization to peoples of Northern and Eastern Europe.
- WH.4.7 Explain the Great Schism of 1054 and the development of Eastern and Western branches of Christianity.

- WH.4.8 Explain the causes of the Crusades and their consequences for Europe and Southwest Asia, including the growth in power of the monarchies in Europe.
- WH.4.9 Describe the rise, achievements, decline and demise of the Byzantine Empire; the relationships of Byzantine and Western Civilizations; the conquest of Constantinople by the Turks in 1453; and the impact on European peoples living in the Turkish (Ottoman) Empire.
- WH.4.10 Trace the origins and developments of the Northern Renaissance* and the Italian Renaissance. Explain Renaissance diffusion throughout Western Europe and its impact on peoples and places associated with western civilization.
- WH.4.11 Describe the main themes and achievements of the Protestant Reformation, including its impact on science, technology and the arts.
- WH.4.12 Analyze the factors that led to the rise and spread of the Protestant Reformation as well as the reaction of the Catholic Church. Discuss the consequences of these actions on the development of western civilization.
- WH.4.13 Explain the causes, events and consequences of wars associated with the Protestant Reformation, which culminated with the Thirty Years War, 1618 to 1648.

* Northern Renaissance: the Renaissance in Northern Europe outside of Italy

Standard 5

Worldwide Exploration, Conquest and Colonization: 1450 to 1750

Students will examine the causes, events, and consequences of worldwide exploration, conquest and colonization from 1450 to 1750.

- WH.5.1 Explain the causes and conditions of worldwide voyages of exploration and discovery by expeditions from China, Portugal, Spain, France, England and the Netherlands.
- WH.5.2 Explain the origins, developments and consequences of the transatlantic slave trade between Africa and the Americas. Analyze and compare the ways that slavery and other forms of coerced labor or social bondage were practiced in East Africa, West Africa, Southwest Asia, Europe and the Americas from 1450 to 1750.
- WH.5.3 Explain the origins, developments, main events and consequences of European overseas expansion through conquest and colonization in Africa, Asia and the Americas.
- WH.5.4 Identify major technological innovations in shipbuilding, navigation, and naval warfare, and explain how these technological advances were related to voyages of exploration, conquest and colonization.

Standard 6**Scientific, Political, Cultural and Industrial Revolutions: 1500 to 1900**

Students will examine the causes, events and global consequences of the scientific, political, cultural and industrial revolutions that originated in Western Europe and profoundly influenced the world from 1500 to 1900.

- WH.6.1 Examine how the Scientific Revolution, as well as technological changes and new forms of energy, brought about massive social, economic, and cultural change.
- WH.6.2 Trace the origins and consequences of the English Civil War on the government and society of England, and explain the significance of the Glorious Revolution of 1688 for the development of government and liberty in England and its colonies in North America.
- WH.6.3 Explain the concept of “the Enlightenment” in European history and describe its impact upon political thought and government in Europe, North America and other regions of the world.
- WH.6.4 Compare and contrast the causes and events of the American and French Revolutions of the late eighteenth century and explain their consequences for the growth of liberty, equality and democracy in Europe, the Americas and other parts of the world.
- WH.6.5 Describe the causes, events and outcomes of the Latin American independence movements of the nineteenth century.
- Example:** Mexican Independence movement (1810-1821), Simon Bolivar (1808-1809) and Brazil’s independence from Portugal (1889)
- WH.6.6 Describe the causes and conditions of the Industrial Revolution in England, Europe and the United States, and explain the global consequences.
- Example:** Change in agricultural practices and increases in food supplies, Karl Marx and the Communist Manifesto, the rise of Communism and Socialism, the growth of cities, rise in population, class distinction, Das Kapital, and utopian movements
- WH.6.7 Analyze and evaluate the influence of Christianity, the Enlightenment and democratic revolutions and ideas in various regions of the world.

Standard 7**Global Imperialism: 1500 to the Present**

Students will examine the origins, major events and consequences of worldwide imperialism from 1500 to the present.

- WH.7.1 Discuss the rise of nation-states* and nationalism in Europe, North America and Asia and explain the causes, main events and global consequences of imperialism from these areas.

Example: Unification of German states (1871), France and Japan

- WH.7.2 Analyze the causes and consequences of European imperialism upon the indigenous peoples of Africa, Asia and Oceania.

Example: The partition of Africa and the economic and political domination of China and India

- WH.7.3 Analyze Japanese responses to challenges by Western imperial powers and the impact of these responses on Japan's subsequent development as an industrial, military and imperial power.

* nation-state: a defined area or territory, the government that rules it and the culture of its people

Standard 8

An Era of Global Conflicts, Challenges, Controversies and Changes: 1900 to the Present

Students will analyze and explain trends and events of global significance, such as world wars, international controversies and challenges, and cross-cultural changes that have connected once-separated regions into an incipient global community.

- WH.8.1 Trace and explain the causes, major events and global consequences of World War I.

- WH.8.2 Explain causes of the February and October Revolutions of 1917 in Russia, their effects on the outcome of World War I, and the success of the Bolsheviks (Communists) in their establishment of the Union of Soviet Socialist Republics.

- WH.8.3 Compare the totalitarian ideologies, institutions and leaders of the Union of Soviet Socialist Republics, Germany and Italy in the 1920s, 1930s and 1940s.

Example: Describe the ideas and governmental structures and the influences of Lenin, Stalin, Hitler and Mussolini.

- WH.8.4 Identify and analyze the causes, events and consequences of World War II.

- WH.8.5 Explain the origins and purposes of international alliances in the context of World War I and World War II.

Example: The Allied nations (United States, Great Britain and the Soviet Union) and Axis nations (Germany, Italy and Japan) during World War II

- WH.8.6 Explain the causes and consequences of the Cold War.
- WH.8.7 Identify new post-war nations in South and Southeast Asia and Africa that were created from former colonies, and describe the reconfiguration of the African continent.
- Example:** Singapore, Indonesia, Nigeria and Senegal
- WH.8.8 Describe and explain the origins of the modern state of Israel and the reactions of the peoples and states in southwest Asia.
- WH.8.9 Describe ethnic or nationalistic conflicts and violence in various parts of the world, including Southeastern Europe, Southwest and Central Asia, and sub-Saharan Africa.
- Example:** Vietnam War, North and South Korea, the Taliban in Afghanistan, Palestinian and Israeli conflicts, Kenya, and Uganda
- WH.8.10 Describe and analyze the global expansion of democracy since the 1970s and the successes or failures of democratic reform movements in challenging authoritarian or despotic regimes in Africa, Asia, Eastern Europe and Latin America.
- Example:** Breakup of the Soviet Union, reunification of Germany and Argentina's change from military to civilian rule
- WH.8.11 Identify contemporary international organizations. Describe why each was established and assess their success, consequences for citizen and the role of particular countries in achieving the goals of each.
- Example:** The United Nations (UN), European Union (EU), Doctors Without Borders, The Red Crescent, Oxford Committee for Famine Relief, The International Red Cross and The International Monetary Fund

Standard 9

Historical Thinking

Students will conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.

Chronological Thinking, Analysis and Interpretation, Research, Issues-Analysis and Decision-Making

- WH.9.1 Identify patterns of historical change and duration and construct a representation that illustrates continuity and change.

Example: Using maps, databases, flow charts, concept webs, Venn diagrams and other graphic organizers, identify and describe patterns of change regarding the development of civilization in the eastern hemisphere, the river valley civilizations and Mesopotamia.

- WH.9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past.

Example: Use electronic and print sources, such as autobiographies, diaries, maps, photographs, letters, newspapers and government documents, to compare accounts and perspectives related to differences in European and Chinese culture during the time of Marco Polo.

- WH.9.3 Investigate and interpret multiple causation in analyzing historical actions, and analyze cause-and-effect relationships.

Example: The cause of World War I, Israeli-Palestinian Conflict, the development of the United Nations and the end of apartheid in South Africa

- WH.9.4 Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.

Example: The Boxer Rebellion in China and the Crusades

- WH.9.5 Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events.

Example: Use digital archives to research and make presentations about the changes in Europe after World War II.

- WH.9.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.

Example: Independence movements in India, Africa and Eurasia; and the collapse of the Soviet Union